

EDUCATIONAL RESOURCES INFORMATION CENTER

October 1975

Volume 10 Number 10



resources

in

education

RESOURCES IN EDUCATION

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal. **RESOURCES IN EDUCATION** is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject
Author
Institution

Material for this publication was processed for Linotron printing by Operations Research, Incorporated under contract with the National Institute of Education. Use of funds for printing approved by the Office of Management and Budget April 9, 1974. Contents do not necessarily reflect official National Institute of Education policy.

Subscription: Domestic, \$42.70 a year; foreign, \$10.70 additional. Single copy: Domestic, \$3.60. Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Cumulative Indexes to **Resources in Education** will be published semiannually. They are not included in the yearly subscription price, but can be ordered by title from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

SPECIAL ANNOUNCEMENTS

NAME CHANGE FOR RESEARCH IN EDUCATION

The title of **Research in Education (RIE)** was changed with the January 1975 issue to **Resources in Education**.

The change is being made to reflect more accurately the broad scope of the documents the journal announces. **RIE** contains abstracts and indexes (Subject, Author, and Institution) of education-related report literature. For the most part, it covers the unpublished, or fugitive type of document, e.g., technical and research reports, conference papers, speeches, program descriptions, teacher and curriculum guides, statistical compilations, etc. The purpose of **RIE** is to make possible the early identification of, and source for acquiring documents of interest to the national and international education community.

The original title reflected an early emphasis on reporting research projects and results. The Educational Resources Information Center (ERIC), having broadened the range of education materials selected for announcement in **RIE**, wishes to indicate a wider inclusiveness by means of the new title.

NIE PRICES FOR MICROFICHE (MF) AND PAPER COPY (HC)

Please consult next page of this Index, **HOW TO ORDER ERIC DOCUMENTS**, for the latest prices and ordering information from the:

ERIC Document Reproduction Service
P.O. Box 190, Arlington, Virginia 22210

Prices are subject to change. Please refer to the most recent issue of **RIE** for current ordering information.

How to Submit Documents to ERIC

If you have documents or reports which you would like to have considered for announcement in **Resources in Education (RIE)**, you should send clear, legible copies (in duplicate, if possible) to the following location:

Educational Resources Information Center (ERIC), National Institute of Education, Washington, D.C. 20208.

Should the documents be copyrighted, it would be helpful if you could include a letter giving ERIC permission to reproduce in Hard Copy or Microfiche, or Microfiche only. If the latter is selected, and there is a source of obtaining the original publication, please provide ordering and price information.

HOW TO ORDER ERIC DOCUMENTS

Mail orders to: ERIC Document Reproduction Service
P.O. Box 190, Arlington, Virginia 22210

INDIVIDUAL DOCUMENTS:

- Order by accession number (ED Number)
- Specify microfiche (MF) or paper copy (HC)
- Use the price schedule below.
- Enclose check or money order PAYABLE TO EDRS
- Official institution, State, Federal government purchase orders accepted.

PRICE LIST

MICROFICHE (MF)		PAPER COPY (HC)	
Number	Price	Number	Price
1 to 5.....	\$.76	1 to 25	\$1.58
6.....	.92	26 to 50	1.95
7.....	1.08	51 to 75	3.32
8.....	1.23	76 to 100	4.43
Each additional microfiche158 *	Each additional 25 pages	1.27
Postage: \$.18 for up to 60 microfiche \$.08 for each additional 60 fiche		Postage: \$.18 for first 60 pages \$.08 for each additional 60 pages	

* TOTAL PRICES SHOULD BE ROUNDED TO NEAREST CENT.

STANDING ORDERS

Subscription orders of microfiche copies of all ERIC reports announced in each issue of **Resources in Education** average \$1.30 per month at the rate of 8.2¢ per microfiche. Postage extra.

Back Collections (postage extra)

Reports in <i>Research in Education</i> for 1966 and 1967	\$ 362.93
Reports in <i>Research in Education</i> for 1968	1092.73
Reports in <i>Research in Education</i> for 1969	1303.72
Reports in <i>Research in Education</i> for 1970	1327.42
Reports in <i>Research in Education</i> for 1971	1549.23
Reports in <i>Research in Education</i> for 1972	1603.51
Reports in <i>Research in Education</i> for 1973	1396.54
Reports in <i>Research in Education</i> for 1974 (4 issues)	1459.60
Entire Collection	10095.68

Special Collections (postage extra)

<i>Office of Education Research Reports 1956-65</i>	384.54
<i>Pacesetters in Innovation, Fiscal Year 1966</i>	137.46
<i>Pacesetters in Innovation, Fiscal Year 1967</i>	166.69
<i>Pacesetters in Innovation, Fiscal Year 1968</i>	106.60
<i>Selected Documents on the Disadvantaged</i>	317.84
<i>Selected Documents in Higher Education</i>	145.93
<i>Manpower Research: Inventory for Fiscal Years 1966 and 1967</i>	75.75
<i>Manpower Research: Inventory for Fiscal Year 1968</i>	42.22
<i>Manpower Research: Inventory for Fiscal Year 1969</i>	54.87

Note

1. Paper copy (HC) will be full page reproductions with heavy paper covers.

Volume 10 Number 10 October 1975

Resources in Education

ED 106 442-107 756

Table of Contents

DOCUMENT SECTION 3

Document résumés 5

INDEX SECTION

Subject index 195

Author index 287

Institution index 307

Accession Number Cross Reference index 325

NEW THESAURUS TERMS 329

OTHER ERIC PRODUCTS 335

HOW TO ORDER ERIC PUBLICATIONS 339

How to Order ERIC Document Reproductions

Resources in Education

Introduction

Resources in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

SAMPLE ENTRY

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).*

Author(s).

ED 654 321

56

CE 123 456

Clearinghouse accession number.

Title.

Smith, John D. Johnson, Jane
Career Education for Women

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Organization where document originated.

Central Univ., Chicago, Ill.
Spons. Agency—National Inst. of Education
(DHEW), Washington, D. C.

Date published.

Report No.—CU-2081-S
Pub Date May 73
Contract—NIE-C-73-0001

Report Number—assigned by originator.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 13-17, 1973)

Descriptive Note (pagination first).

Alternate source for obtaining documents.

Available from—Campus Bookstore, 123 College Ave., Chicago, Ill. 60690 (\$3.25)

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage

Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Descriptors—*Career Opportunities, Career Planning, Careers, *Demand Occupations, *Employment Opportunities, Females, Labor Force, Labor Market, *Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, *Working Women

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Identifiers—Consortium of States, *National Occupational Competency Testing Institute, Illinois

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)

Informative Abstract.

Abstractor's initials.

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
CE—Career Education	5-40	PS—Early Childhood Education	132-138
CG—Counseling and Personnel Services	40-50	RC—Rural Education and Small Schools	138-148
CS—Reading and Communication Skills	50-69	SE—Science, Mathematics, and Environmental Education	148-161
EA—Educational Management	69-82	SO—Social Studies/Social Science Education	161-170
EC—Handicapped and Gifted Children	82-97	SP—Teacher Education	170-181
FL—Languages and Linguistics	97-106	TM—Tests, Measurement, and Evaluation	182-189
HE—Higher Education	106-112	UD—Urban Education	189-193
IR—Information Resources	112-127		
JC—Junior Colleges	127-132		

CE

ED 106 442 CE 002 922
Final Evaluation of Region II Institute for the Training of Teachers of English as a Second Language (ESL).

National Association for Public Continuing and Adult Education, Washington, D.C.
Pub Date 20 Oct 71

Note—74p.; The Institute was held at Jersey City State College, Jersey City, New Jersey (July 5-23, 1971)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Educators, Audiolingual Methods, Educational Objectives, *English (Second Language), Evaluation Methods, *Institutes (Training Programs), Participant Characteristics, Participant Satisfaction, *Program Evaluation, Summer Institutes, *Teacher Education, Teaching Methods
Identifiers—NAPCAE, National Assoc Public Continuing Adult Education, New Jersey

The National Association for Public Continuing and Adult Education (NAPCAE) evaluated the 1971 New Jersey English as a Second Language (ESL) Institute. The 100 participants were to receive practical teaching experience in adult basic education classes composed of ESL students and emphasizing the audiolingual teaching method. The document briefly discusses the NAPCAE evaluation design with respect to its evaluation team, evaluation team activities, and the evaluation instruments used. Additional information is provided concerning the format of the Institute, descriptions of staff and participants, and detailed participant and staff assessment of the Institute's objectives. The participant and staff observations noted that on the whole the Institute was overwhelmingly satisfactory to the majority attending but that a number of problems within the logistical area needed to be corrected for a more effective Institute. The NAPCAE evaluation team's special observations and their nine recommendations are given. Two-thirds of the document are appended materials including the NAPCAE questionnaires used, summarized responses from staff and participants, a weekly schedule of Institute activities, internal evaluation forms, a final examination, and a list of the Institute staff. (BP)

ED 106 443 CE 003 344
Conti, Gary J.
Individualized Instruction: An Eclectic Method.
Pub Date [74]
Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Education, *English (Second Language), *Individualized Instruction, Language Instruction, Literature Reviews, Second Language Learning, *Teaching Methods, Teaching Techniques

Since trends in foreign language, especially English as a Second Language (ESL), instruction, move like a pendulum between audio-linguistic and traditional methods, the safest approach by which teachers can respond to the special needs of their students is through individualized instruction. That method maximizes the realization of individual potential and at the same time permits students to make choices which the standard packaged curriculum denies them. Since the purpose of language is social interaction, however, individualized instruction must be balanced by small group (five to nine students) instruction, which provides social contact while maintaining a workable level of individualized assistance. ESL teachers should consider individualized instruction as the appropriate teaching method for their classrooms. (JR)

ED 106 444 CE 003 474
Participation in Selected FFA Activities: 1973-74.
Future Farmers of America, Washington, D.C.
Pub Date [74]

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Activities, National Organizations, Statistical Data, *Tables (Data), *Young Farmer Education, *Youth Clubs

Identifiers—FFA, *Future Farmers of America
The document presents tables showing participation in nationally sponsored Future Farmers of America (FFA) activities for the western, central, southern, and eastern regions of the United States in 1973-74. (BP)

ED 106 445 CE 003 475
FFA International Programs.
Future Farmers of America, Washington, D.C.
Pub Date [74]

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Foreign Countries, *International Programs, Program Content, Program Costs, *Program Descriptions, Student Exchange Programs, Work Experience Programs, *Young Farmer Education, Youth Clubs, Youth Programs

Identifiers—FFA, Future Farmers of America, WEA, *Work Experience Abroad

The document provides a list of 10 of the international agriculture activities available for the Future Farmers of America (FFA) chapters' participation: Work Experience Abroad (WEA); Development Projects; FFA Study Seminars; Care, Inc.; Walk for Development; Agricultural Seminars; Heifer Project; CROP; World Neighbors; and Meals for Millions. Explained in detail is the Work Experience Abroad Program, an FFA educational program providing practical work experience in another country. The program is looked at in terms of its requirements, selection of families, program highlights, supervision, sightseeing tours, program costs, financing, program application, language instruction, and hosting WEA students from abroad. Application forms are provided for the WEA program for FFA members and for chapters hosting a WEA exchange student and international education report form for use by each chapter are included. (BP)

ED 106 446 95 CE 003 476
For Tomorrow's Agriculture: Proceedings of the National Convention of the Future Farmers of America (46th, Kansas City, Missouri, October 16-19, 1973).

Future Farmers of America, Washington, D.C.
Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date 19 Oct 73

Note—108p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Conference Reports, Diaries, *Meetings, Organizations (Groups), *Program Content, Speeches, *Young Farmer Education, Youth Clubs, *Youth Programs

Identifiers—FFA, *Future Farmers of America
Included are a brief introduction, brief biographies of the new national FFA officers; the official delegates list; the day-by-day minutes of the convention; lists of the recipients of special recognition awards; the texts of addresses given by previous year's national officers; a brief description of the agricultural career show; committee, treasurer, and executive treasurer reports; a list of the winners of the various National Foundation awards and contests; and the program of national FFA activities for 1974. (BP)

ED 106 447 CE 003 478
Official FFA Manual for the National Organization for Students of Vocational Agriculture.
Future Farmers of America, Washington, D.C.
Pub Date Jan 75
Note—127p.

6 Document Resumes

Available from—National FFA Supply Service, P. O. Box 15159, Alexandria, Virginia 22309 (No charge cited)

Document Not Available from EDRS.

Descriptors—*Manuals, *National Organizations, *Parliamentary Procedures, *Young Farmer Education, *Youth Clubs

Identifiers—FFA, *Future Farmers of America
Topics covered in the 1975 Future Farmers of America (FFA) official manual are: a historical sketch of the organization, a description of the FFA organization, the national FFA center, national constitution and bylaws, the eight essentials of a good chapter, organizing a local chapter, chapter program activities, chapter meetings, parliamentary procedure, chapter activities, FFA membership and chapters, opening and closing ceremony for all FFA meetings, parent and FFA member banquets, keeping the public informed, legislation and policies, about the American flag, collegiate FFA chapters, the FFA alumni association, chapter recognition programs, a reference list, a list of national FFA presidents, American Farmer Degrees available based on State membership, and the agricultural proficiency awards. (BP)

ED 106 448 **CE 003 562**
Career Patterns of Unaccepted Applicants to Medical School: A Case Study in Reactions to a Blocked Career Pathway.

Johns Hopkins Univ., Baltimore, Md. Office of Health Manpower Studies.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Resources Development.

Report No.—DHEW(HRA)-75-29

Pub Date Oct 74

Note—214p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—*Admission (School), *Career Choice, Career Opportunities, *Career Planning, Employment Opportunities, Females, *Health Occupations, Males, *Medical Schools, Medicine, National Surveys, Occupational Aspiration, Occupational Information, Persistence, Questionnaires, Tables (Data), Vocational Counseling, Womens Education
Identifiers—Alternative Careers, *Blocked Careers

A Federal contract study with Johns Hopkins University School of Health Services was initiated to analyze career decisions and behavior of unaccepted medical school applicants for implications as to their recruitability to alternative health careers. Questionnaires were sent to a national sample, stratified by sex, of 3,500 of the 16,800 unaccepted applicants to the 1971-72 entering medical school class. From the 3,034 located respondents, there was a 68 percent return. Focus was on the 73 percent of respondents remaining unaccepted applicants in 1973. The current major activity of 53 percent of males and 49 percent females was study, with 46 percent males and 49 percent females employed. Half of both males and females were in health-related jobs or study, with very few in innovative, mid-level health occupations. Over half the unaccepted applicants reapplied to medical school within a year. Post-rejection advice to persist was the strongest correlate for reapplication. An early, single-minded commitment to a medical career also was correlated with persistence. Women displayed an overall pattern of lowered aspirations in reaction to the blocked career. Implications are the need for career information on newer mid-level and alternative health careers and intensified pre-application counseling and counseling for women. (30-page appendix). (EA)

ED 106 449 **CE 003 574**
Court, David

Dilemmas of Development: The Village Polytechnic Movement as a Shadow System of Education in Kenya. Discussion Paper No. 156. Nairobi Univ. (Kenya). Inst. for Development Studies.

Pub Date Nov 72

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Education, Community Attitudes, Community Responsibility, *Community Schools, Comparative Analysis, Conventional Instruction, *Developing Nations, *Educational Alternatives, Educational Assessment, *Educational Experiments, Educational

Philosophy, Educational Theories, Employment, Employment Problems, Foreign Countries, Job Training, Relevance (Education), Rural Development, Vocational Development, Vocational Training Centers

Identifiers—*Deschooling, Kenya, Village Polytechnics

Despite rising sentiment, the decision to "deschool" society seems premature unless it derives from a comparative empirical assessment of school and nonschool educational programs' relative contributions to national goals. One of many new alternative systems, Kenya's village polytechnics (low-cost primary training centers in rural areas) are widely perceived to be alleviating unemployment and manifesting self-help. The polytechnic is significant as an ideological movement whose essence is an attempt to break away from conventional concepts and to develop types of training rooted in practical local and individual needs, conveying a sense of individual purpose and a capacity for continuing self-instruction. Data are used to illustrate the movement's achievements, problems, and potential in the task of national development—its major problems have derived from the pervasiveness of the ethic of formal schooling; part of the movement's achievement and much of its potential lie in the extent to which the polytechnics have nevertheless exemplified significant new principles of education: flexibility, availability, individualization, and relevance. The data suggest, however, that the alternative system must await modifications in the present social structure linking schooling and wage incentives before it can have extensive impact on educational philosophy and practice in Kenya. (Author/AJ)

ED 106 450 **CE 003 589**

Deal, Richard E. And Others
Connecticut Career Guidance Assessment, 1974. Institute for the Study of Inquiring Systems, Philadelphia, Pa.

Spons Agency—Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date Dec 74

Note—376p.

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—Career Education, *Criterion Referenced Tests, *Educational Assessment, Guidance Objectives, Item Analysis, *Knowledge Level, Objectives, Occupational Guidance, State Surveys, Statistical Analysis, Statistical Data, Tables (Data), Test Construction, *Test Results, Vocational Interests
Identifiers—*Career Guidance, Connecticut

The study reports the results of a survey of 2,292 13-year olds and 2,173 17-year olds, in Connecticut, using a criterion-referenced assessment instrument designed to test 15 content domains (job satisfaction; occupational levels, fields, and emphasis; occupational trends; occupational levels and education; leisure time; job specialization/satisfaction; self awareness; life experiences and career choice; school subject areas; abilities and interests; steps in career planning; satisfaction from work; training programs; activities related to careers; and relationship among occupational level, academic ability, and interests). Detailed tabulation and discussion of results is presented in three sections: (1) highlights, including a discussion of the implications of the results; (2) base line, including comparisons between various groups within the population and an examination of the data for causes of high or low scores, with a view to the future use of these results as base-line data; and (3) content domain analysis, presenting, comparing, and discussing the responses in each area. Appended materials include: the Connecticut Guidance Objectives; definitions of terms used; the measurable objectives used in the development of the criterion-referenced test items; the assessment instruments, together with instructions and selected correspondence; and basic test response data. (SA)

ED 106 451 **CE 003 592**

Manley, Richard N. Conrad, Rowan W.
Basic Internal Accountability Design for Career Guidance: An Affective Evaluation Report: Career Guidance Report No. 1.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Dec 74

Note—28p.; For related documents, see CE 003 593-597 and CE 004 257

Available from—Mountain-Plains Economic Development Program Inc., Box 3078, Glasgow AFB, Montana 59231

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Career Choice, Career Education, Educational Accountability, Evaluation, *Evaluation Criteria, *Evaluation Methods, Interest Tests, *Measurement Instruments, *Occupational Guidance, Standardized Tests, *Student Evaluation, Tests, Vocational Development, Vocational Interests

Identifiers—CAIV, Career Ability Interest and Value Form, *Career Guidance, Mountain Plains Program

The primary objectives of the Mountain-Plains Career Guidance Program are in the area of: (1) assisting the student in discovering vocational abilities, values, and interests, and the integration of these into career and occupational choices; (2) nurturing the development of productive worker traits and attitudes; and (3) imparting factual material concerning careers and the world of work. Problems in the evaluation of students in such a program are discussed, and the basic evaluation tools and data collection instruments used are briefly described in relation to their place in the program. A diagrammatic representation of measurements is included. A 14-page appendix presents the Career Ability, Interest, and Value Form (CAIV), which is designed to present a comprehensive picture of the consistency and appropriateness of career choice. Instructions for administering the form and interpreting the results are included. (SA)

ED 106 452 **CE 003 593**

England, Robert G. Pollack, Robert M.
Design for Field Testing of Mountain-Plains Curriculum.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date 1 Jan 75

Note—78p.; For related documents, see CE 003 592-597 and CE 004 257

Available from—Mountain-Plains Economic Development Program Inc., Box 3078, Glasgow AFB, Montana 59231

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Autoinstructional Aids, Career Education, Curriculum Development, *Evaluation Methods, *Guides, *Instructional Materials, *Measurement Techniques, *Orientation Materials, Program Evaluation, Teacher Education, Vocational Education
Identifiers—*Field Testing, Mountain Plains Program

The field test design information packet was devised for use by persons representing institutions using the Mountain-Plains curriculum products. The primary purpose of field testing the curriculum is to get third party profession and student reaction to what has proved to be successful with students and instructors at Mountain-Plains. The importance of using the materials in the format especially designed for them is emphasized. Part 1 briefly discusses the curriculum field test information packet. Part 2—design and instruments—concentrates on the various evaluation instruments used in the monitoring of materials. Part 3 explains in detail the orientation session for instructors who will be using the Mountain-Plains curriculum packages in an actual teaching situation without supervision. Information sheets are provided for (1) research procedures, (2) Independent Student Progress Rationale, (3) ABC's of the testing program, (4) how to use SPR's (Student Progress Reports), and (5) procedures for LAP/LEG (Learning Activity Package/Learning Experience Guide) test use and disposition. Part 4 concludes the document with a copy of the contractual agreement between Mountain-Plains and the contracting agency using the Mountain-Plains products. (BP)

ED 106 453 **CE 003 594**

Mountain-Plains Master Course List. Curriculum Areas: Job Titles: Learning Activity Packages: Courses: Units.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date [74]

Note—150p.; For related documents, see CE 003 592-597 and CE 004 257

Available from—Mountain-Plains Economic Development Program Inc., Box 3078, Glasgow AFB, Montana 59231

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Career Education, Course Descriptions, *Courses, Curriculum, Family Life Education, *Guides, *Indexes (Locators), *Occupational Information, *Vocational Education Identifiers—Mountain Plains Program

The document contains a master listing of all Mountain-Plains curriculum, compiled by job title, course, unit and LAP (Learning Activity Package), and arranged in numerical order by curriculum area. Preceding each curriculum area is a page of explanatory notes describing the curriculum area and including relevant job descriptions. Where a job title is supported by curriculum from a different curriculum area, a listing of support is included in the notes and further detailed in the listing. Courses using commercially prepared materials are omitted. The curriculum areas covered are mathematics skills, communication skills, office education, lodging services, food services, marketing and distribution, automotive, small engines, health education, consumer education, home management, parent involvement, carpenter, electronics assembler, electrical wireman, plumber, heating systems serviceman, refrigeration/cooling systems serviceman, appliance serviceman, radio and television serviceman, electric motor repairman, draftsman, and leadership training workshop. (BP)

ED 106 454 CE 003 595
Mountain-Plains Curriculum.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date [74]

Note—23p.; For related documents, see CE 003 592-597 and CE 004 257

Available from—Mountain-Plains Economic Development Program Inc., Box 3078, Glasgow AFB, Montana 59231

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Career Education, *Courses, *Curriculum, Family Life Education, *Guides, *Indexes (Locators), *Vocational Education Identifiers—Mountain Plains Program

The document lists the Mountain-Plains curriculum by job title (where applicable), including support courses. The curriculum areas covered are mathematics skills, communication skills, office education, lodging services, food services, marketing and distribution, welding support, automotive, small engines, career guidance, World of Work, health education, consumer education, home management, parent involvement, carpenter, electronics assembler, electrical wireman, plumber, heating systems serviceman, refrigeration/cooling systems serviceman, appliance serviceman, radio and television serviceman, electric motor repairman, draftsman, and leadership training. Also included are charts showing the levels of difficulty in basic and advanced communication skills courses. The remainder of the document is a compilation of curriculum areas by course titles showing number of units and numbers of LAPs (Learning Activity Packages) with subtotals, totals, and grand total. (BP)

ED 106 455 CE 003 596

Curriculum Guidelines.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Nov 74

Note—38p.; For related documents, see CE 003 592-597 and CE 004 257

Available from—Mountain-Plains Economic Development Program Inc., Box 3078, Glasgow AFB, Montana 59231

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Curriculum Design, *Curriculum Development, Evaluation Criteria, *Evaluation Methods, *Guidelines, *Vocational Education Identifiers—Mountain Plains Program

The Mountain-Plains curriculum guidelines are outlined to provide guidance in fulfilling the requirements of the Career Education Model Four project as they relate to curriculum design, implementation, and evaluation. The curriculum is devised for the sole purpose of supporting the mission of Model Four and is based on the

criteria for family success through the development of employability skills, home life skills, social involvement skills, and personal skills. The document outlines the functions of the curriculum department; program terminology; production flow charts for Learning Activity Packages (LAP's) with directions for their development; student progress records and student work plans; Learning Experience Guides (LEG's) with examples; procedures for curriculum development; evaluation procedures; and forms for curriculum change routing, curriculum worksheets, routing slips, and initiation of an audiovisual curriculum products. (BP)

ED 106 456 CE 003 597

England, Robert G.

Course Resource Lists.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Note—103p.; For related documents see CE 003 592-596 and CE 004 257

Available from—Mountain-Plains Economic Development Program Inc., Box 3078, Glasgow AFB, Montana 59231

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Audiovisual Aids, Booklists, Books, Career Education, *Resource Guides, Textbooks, *Vocational Education Identifiers—Mountain Plains Program

The Mountain-Plains Course Resource List is presented by job title for 26 curriculum areas. For each area the printed materials, audiovisual aids, and equipment needed for the course are listed. The 26 curriculum areas are: mathematics skills, communication skills, office education, lodging services, food services, marketing and distribution, welding support, automotive, small engines, career guidance, World of Work, health education, consumer education, home management, parent involvement, carpenter, electronics assembler, electrical wireman, plumber, heating systems serviceman, refrigeration/cooling systems serviceman, appliance serviceman, radio and television serviceman, draftsman, electric motor repairman, and leadership training. (Author)

ED 106 457 CE 003 611

Sexton, Carl N.

The University as the Administrative Unit for Arranging Inservice Work Experiences of Occupational Education Teachers. Final Report.

Eastern Illinois Univ., Charleston. Dept. of Health Education.

Spons Agency—Illinois State Board of Vocational Education and Rehabilitation, Springfield. Div. of Vocational and Technical Education.

Pub Date Jan 75

Note—93p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—College Programs, Cooperative Education, Cooperative Programs, Field Experience Programs, Higher Education, *Inservice Programs, Internship Programs, Post Secondary Education, *Program Descriptions, Program Development, School Community Relationship, *School Industry Relationship, Skill Development, Trade and Industrial Education, Trade and Industrial Teachers, *Vocational Education Teachers, *Work Experience Programs

The report describes the implementation of a university-based cooperative program with business and industry designed to allow occupational education teachers the opportunity to upgrade skills and gain work experience. The introduction describes the evolution of the project and its aims to maximize cooperation among classroom teachers, administrators, business and industry, and the university for their mutual benefit. A chapter on procedures describes the formation of an inservice cooperative education committee at the University, the pre-session orientation meeting, the selection of teacher-participants, the details of the inservice work experience for academic credit program, the activities of teacher-participants, the evaluation conference, and other related activities. The final chapter discusses the increased awareness of the value of inservice work experience; describes the advantages of the program to teachers, administrators, business, and industry; and recommends the further development of such programs. Comprising one-half of the report, the appendixes include

pre-session conference materials, information sent to teacher-participants, responses of teacher-participants regarding inservice work experience, follow-up questionnaire responses, and a sample teacher-participant report to her local school board. (JR)

ED 106 458 95 CE 003 612

Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY 74.

Colorado State Univ., Ft. Collins. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Dec 73

Grant—OEG-0-72-1444

Note—62p.; For related volumes see CE 003 613-5

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adult Education, *Adult Educators, Community Involvement, *Educational Objectives, Educational Programs, Individualized Programs, Inservice Teacher Education, Instructional Staff, Interinstitutional Cooperation, Performance Based Teacher Education, *Program Descriptions, Program Development, Program Evaluation, *Regional Programs, *Staff Improvement, Statewide Planning, Teacher Education

Identifiers—Adult Competency Training, *Project ACT

The report describes the project's design, initial efforts, and revised objectives toward the development of a regional adult staff development system. Three elements were perceived to be essential to such a system: a regional consortium organization to effectively implement competency-based adult staff development programs, State-by-State and region-wide; a multi-dimensional trainer capability; and an extensive array of training units. Six objectives with related strategies and accomplishments, assessed after one year, were found to be progressing towards the major goal: (1) development of a consortium organizational framework with State and local input; and (2) continued involvement and integration of State adult staff development plans within the regional consortium framework; (3) increasing involvement by public and private organizations, institutions and agencies in planning and implementing programs; (4) emphasis on "local adult education leadership" in individualized, competency-based training programs; (5) instituting regional resource teams to provide adult education training experiences within respective competency areas; and (6) developing training modules and materials to meet those competencies. The appendixes contain evaluation reports, sample and actual individualized training programs, and staff information. (JB)

ED 106 459 95 CE 003 613

Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Second-Year Report: FY 74.

Colorado State Univ., Ft. Collins. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 30 Jun 74

Grant—OEG-0-72-1444

Note—84p.; For related volumes see CE 003 612; CE 003 614-5

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Adult Education, *Adult Educators, Annual Reports, Community Involvement, Consortia, Cooperative Programs, Educational Programs, Individualized Programs, Inservice Teacher Education, Instructional Staff, Interinstitutional Cooperation, Performance Based Teacher Education, *Program Descriptions, *Program Development, Program Evaluation, *Regional Programs, *Staff Improvement, Statewide Planning, Teacher Education Identifiers—Adult Competency Training, *Project ACT

The second-year report describes Project ACT (Adult Competency Training) efforts from July 1, 1973 to June 30, 1974 to develop a regional staff development system. Three elements were perceived to be essential: a regional consortium organization to effectively implement ACT programs, State-by-State and region-wide; a multi-dimensional trainer capability; and an extensive

array of training units. Six objectives and strategies are discussed and evaluated in terms of their accomplishments: (1) facilitating continued involvement of the regional consortium organizational framework; (2) further development of State adult staff development plans and integration of these plans within the regional consortium framework; (3) a conference for State agencies, State officials, school officers and adult educators to discuss the development of adult staff development support and to promote community involvement; (4) the extension of "local adult education leadership" Individualized Training Programs (ITP); (5) the development of regional resource teams to provide adult educator training experiences; and (6) the development of training modules. The ACT information system; participant profiles; interview questions and a systematic approach to the development of ITPs; evaluation reports; and reports to the policy board are appended. (JB)

ED 106 460 95 CE 003 614

Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY 75.

Colorado State Univ., Ft. Collins. Dept. of Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 31 Dec 74

Grant—OEG-0-72-1444

Note—102p.; For related volumes see CE 003 612-3; CE 003 615

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Adult Education, *Adult Educators, Annual Reports, Consortia, Financial Problems, Financial Support, Individualized Programs, Interinstitutional Cooperation, Performance Based Teacher Education, Program Administration, Program Descriptions, *Program Development, *Program Evaluation, Questionnaires, *Regional Programs, *Staff Improvement, Statewide Planning

Identifiers—Adult Competency Training, *Project ACT

The third-year report of the regional staff development system of the Adult Competency Training Project (Project ACT) examines and evaluates the events, activities, and accomplishments of Individualized Training Programs (ITP), regional policy board meetings, staff and participant travel, and planning during FY 1974. Present and anticipated financial problems and dissemination activities are briefly discussed and data on staff employment and utilization is also presented. The evaluation is organized and implemented through an internal third-year evaluation outline and questionnaire and an external evaluation of the Adult Staff Development (ASD) System through its activities and projects. The interim evaluation report is centered around an analysis of project administration, objectives, staff work, and attainment of purposes, with an emphasis on training activities. The conclusion is primarily concerned with funding of the ASD system. Appended are: the reports to the policy board at several time periods; a description and evaluation of a workshop on the consultative process and a sample questionnaire; a position paper on a regional resource team liaison; proposals and recommendations of the task force appointed by the policy board of Project ACT to develop alternative strategies for the continuance of Project ACT. (JB)

ED 106 461 95 CE 003 615

External Evaluation of Project ACT.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Note—80p.; For related volumes see CE 003 612-4

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Adult Education, *Adult Educators, Consortia, Educational Programs, Individualized Programs, Inservice Teacher Education, Interinstitutional Cooperation, Participant Satisfaction, Performance Based Teacher Education, *Program Attitudes, *Program Evaluation, *Regional Programs, *Staff Improvement, Statewide Planning, Summative Evaluation, Tables (Data), Teacher Education

Identifiers—Adult Competency Training, *Project ACT

In order to assess the Adult Competency Training (ACT) Project activities and the development of an Adult Staff Development (ASD) program, designed to train adult educators through State-by-State and region-wide planning and coordination, an external evaluation was conducted by reviewing documents and records and by interviewing 40 persons from three groups: the policy board, resource teams, and the project staff. Section One introduces the purposes of the project and evaluation. Section Two describes the implementation of the external evaluation plan. Both negative and positive findings of the three groups are summarized in Section Three and group reactions are discussed in relationship to Project ACT's future role and outcomes. The scaled and rank order data, gathered from the interviews, notes, and records, are tabulated. Section Four offers the conclusions and recommendations to the policy board in addition to a separate list of findings and comparisons between the three groups. The conclusions point out the need for further cooperation between local and State agencies. Recommendations refer to the maintenance and improvement of the adult staff development system and its resource teams; State and local cooperation; inservice programs; and their integration with professional undergraduate and graduate education. (JB)

ED 106 462 CE 003 616

Bortner, Rayman W., Ed. And Others

Adults as Learners: Proceedings of a Conference.

Pennsylvania State Univ., University Park. Inst.

for the Study of Human Development.

Spons Agency—Pennsylvania State Dept. of Education, Harrisburg.

Pub Date May 74

Note—215p.

Available from—Pennsylvania State University, Continuing Education Stores, J. Orvis Keller Building, University Park, Pennsylvania 16802 (\$7.50)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Adult Education, *Adult Learning, Adult Students, *Conference Reports, Educational Technology, Expectation, Individualized Instruction, Learning Motivation, *Learning Processes, *Learning Theories, Models, Operant Conditioning, Psychoeducational Processes, Sociocultural Patterns, Thought Processes

The proceedings consist of 11 papers grouped in two major categories: the context of adult learning (social significance and fact and fiction about adult learning) and the utilization of learning models for adult instruction. Contributors are Floyd B. Fischer, George L. Maddox, Rolf H. Monge, Eric F. Gardner, Arthur W. Combs, William J. Hoyer, Francis J. DiVesta, H. Peter Dachler, Rayman W. Bortner, David F. Hultsch, Samuel S. Dubin, Tom Hickey, and Robert M. W. Travers. A summary synthesizes the papers in a philosophical vein with comments on conceptualization of learning as related to an internal system of human control; operant psychology and individualized learning; information processing models, reflecting both internal and external loci of control; expectancy models (as part of motivation theory); and the effect of educational technology on learning as a socializing experience. The comments reflect subjects discussed in the second major section. References are included after each paper. (MDW)

ED 106 463 CE 003 620

Borden, Karl J.

Adult High School Diploma Programs: An Emerging Alternative.

Massachusetts Univ., Amherst. School of Education.

Spons Agency—Massachusetts State Dept. of Education, Boston. Bureau of Adult Education and Extended Services.

Pub Date Jun 73

Note—84p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Adult Dropouts, *Adult Education Programs, Adult Students, Curriculum Development, Curriculum Research, Educational Alternatives, Educational Certificates, *Educational Change, Educational History, Employment Opportunities, Evening Programs, *High School Equivalency Programs, Night Schools, *Program Descriptions, *Public School Adult Education, Secondary Education

Identifiers—GED, General Educational Development

There are more than 60 million U. S. adults who lack a high school diploma. Their employability is decreasing, due to the upswing in white collar occupations. Also, they are often barred from the skilled and unskilled labor market; on-the-job training is increasingly academic; General Educational Development (GED) examinations are rigorous and the material irrelevant for most adults; and GED is primarily a credentialing program. All these factors indicate a need for alternative approaches to adult diploma programs. A synopsis of the history of American adult education reveals its marginal place in the educational scene in terms of legal status, administration, facilities, and funding. Today's public school adult programs often have a vocational emphasis while adhering to secondary school practices and administrative patterns. Awareness of the inflexibility of GED programs led to broadening of diploma programs; yet data received in a survey of 45 states and over 50 local agencies showed little or no imagination in the adult programs of 29 of the 37 states offering them. Adult educators must respond to demands other than enrollment economy and develop a curriculum philosophy of their own, as California has done. (Fifty-three pages of appendices give descriptions of programs in nine states). (MDW)

ED 106 464 CE 003 625

Carlson, Norman A.

Corrections—Past and Present.

Pub Date 13 Feb 75

Note—14p.; Speech presented to the Northern Virginia Association of Life Underwriters (February 13, 1975, Springfield, Virginia)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Changing Attitudes, Correctional Education, *Correctional Rehabilitation, *Corrective Institutions, *Criminals, Design Needs, Futures (of Society), *Needs, Rehabilitation, Rehabilitation Programs, *Speeches

Identifiers—National Institute of Corrections

Today we honor Charlie Lankford, a former prison inmate, who has turned his back on crime and is now involved in rehabilitation efforts in Fairfax County. Sadly, Charlie is the exception; our efforts toward rehabilitation have generally failed. In recent years, emphasis on rehabilitation and diagnosis has taken precedence over protecting society, creating an unbalanced system of corrections. We cannot diagnose crime as if it were a physical or mental disease; we cannot prescribe a precise treatment or guarantee a cure. To develop a more rational system of correction we must improve our local jails, and decide which types of offenders we want to incarcerate. I would certainly include the violent offender, the repeat offender, and the white-collar criminal, and keep out of jail the younger first offenders, the alcoholics, and those found guilty of non-support of their families. These people belong in community-based programs. In reforming our prisons, we should build smaller, more manageable institutions, and locate them near large urban centers where adequate educational, medical, and staffing needs can be provided. The establishment of the National Institute of Corrections is a recent step toward providing a mechanism by which Congress can provide funds to help improve corrections at the regional, State and local levels. (Author/MW)

ED 106 465 CE 003 626

Industrial Ecology Instructional Guide for the Industrial Arts Teacher.

State Univ. of New York, Oswego. Coll. at Oswego. Dept. of Industrial Arts and Technology.

Pub Date 72

Note—204p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—*Curriculum Guides, *Ecology, *Environmental Education, *Industrial Arts, Instructional Materials, *Pollution, Program Development, Resource Guides, Secondary Education, Teaching Procedures, Unit Plan

Identifiers—Maryland Plan

The detailed guide was prepared to help industrial arts personnel direct their students in a unit on environmental education, specifically geared for the industrial arts laboratory, which employs the Maryland Plan for implementing the unit method of instruction. Guidelines for implement-

ing the program are based on experience with pilot projects and cover such topics as: the program's application to students of various ability levels (and of both sexes); suggested materials; interdisciplinary cooperation, especially with librarians, and speech and English teachers; team teaching; and suggested six-, eight-, and ten-week timetables for the presentation of the program, are given. Implementation suggestions include: sample handouts; formats and suggested procedures; a sample unit sequence; suggested lessons; and a list of subtopics and related projects. A 75-page section of the guide contains articles, advertisements, sketches, drawings, and technical illustrations of forms of pollution abatement equipment, as well as sketches of possible student projects. There are 37 pages of resources enumerating: local resource contact people; industries and businesses with answers to environmental problems; government agencies; State water pollution control agencies; publications; booklets and pamphlets; films and filmstrips; selected books; and aids and devices. A 10-page glossary of environmental terms is also included. (JR)

ED 106 466 CE 003 627
A Comprehensive, Informational, Instructional Guide for the Implementation of Manufacturing in the Public School.

State Univ. of New York, Oswego. Coll. at Oswego. Dept. of Industrial Arts and Technology.

Pub Date 71

Note—189p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Curriculum Guides, Industrial Arts, *Industrial Education, Industrial Structure, Junior High Schools, Machine Tools, *Manufacturing, Manufacturing Industry, Marketing, Mass Production, Production Techniques, Secondary Education, *Simulation, Teacher Developed Materials, Trade and Industrial Education

The effects of industry and technology are important in our society, and industrial arts in public schools is undergoing evaluation and curriculum revision in order to guide youth toward choosing and preparing for an occupation. The "manufacturing" approach used in the guide is suggested as one way toward the integration of students with their industrial culture. A brief first section contains the rationale, general objectives, and overview. The informational units which follow are designed as self-study guides for those teachers with a limited background in industrial manufacturing and cover: aspects and history of manufacturing; industrial functions; management and industrial organization; and production tooling, and include evaluation and resource suggestions. The guidelines for package implementation, developed by student teachers, can be employed for 6-, 10-, or 20-week programs. They include manufacturing concepts and student activities, implementation analysis, and possible problems and their solutions for a simulated manufacturing business. A sample mass production unit, designed for mass production techniques and special tooling, provides information and suggested activities. The final section was developed for student use and contains guides for: tooling; production; organization of a company; research and development; finance and control; personnel administration; and marketing. (JB)

ED 106 467 CE 003 628

Prichard, Robert D. And Others
Incentive Motivation Techniques Evaluation in Air Force Technical Training. Final Report for Period June 1971-April 1974.

Purdue Research Foundation, Lafayette, Ind.

Spons Agency—Air Force Human Resources

Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-74-24

Pub Date Nov 74

Note—297p.

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—Adult Learning, Comparative Analysis, Cost Effectiveness, Educational Experiments, *Educational Research, *Incentive Systems, Military Organizations, Military Personnel, *Military Training, *Motivation Techniques, Performance Based Education, Program Attitudes, Program Effectiveness, Pro-

gram Evaluation, Questionnaires, Rewards, Statistical Data, Student Motivation, Tables (Data), *Technical Education

The report describes an 18-month research project at Chantute Air Force Base, Illinois, designed to evaluate the effectiveness of incentive motivation techniques in Air Force technical training. The first phase of the research identified incentives. The findings were used in the second phase of the research which made these incentives contingent on performance in two of the resident training courses at the base. The first system gave performance based incentives in the courses. The second utilized a system that attempted to give effort based incentives, while the third used financially based incentives. Research results indicated that while secondary performance measures such as amount of remedial instruction, frequency of probations, and frequency of course failures decreased under the incentive program, the primary performance measures of exam scores and speed of course completion did not generally show much improvement. Yet, from a cost-effectiveness viewpoint, even the relatively small (i.e., 8 percent) increase in speed of course completion was meaningful. Attitudes to the program generally improved or stayed the same. The financially based incentive system was found to be the most cost-effective for Air Force technical training. A 150-page appendix provides background information, incentive attractiveness data, questionnaires, manuals, and item statistics. (Author/MW)

ED 106 468 CE 003 629

Fivars, Grace Gosnell, Doris

Nursing Evaluation: The Problem and the Process: The Critical Incident Technique.

Pub Date 66

Note—223p.

Available from—Training Systems Division, Westinghouse Learning Corporation, Westinghouse Building, Room 1460, Gateway Center, Pittsburgh, Pennsylvania 15222 (\$9.95)

Document Not Available from EDRS.

Descriptors—Behavior Change, Books, Case Studies, Clinical Experience, Course Objectives, *Critical Incidents Method, Curriculum Development, *Educational Objectives, *Evaluation Methods, Learning Experience, Medical Education, *Nursing, Performance Criteria, Problem Solving, Skill Analysis, *Student Evaluation, Task Analysis, Task Performance, Teaching Methods

Intended as a text and a reference work, the book emphasizes the development of broad institutional objectives, and covers in detail curriculum and course development, selection of learning experiences, and evaluation of nursing behavior. All subjects are approached through the critical incident technique, which presents material in brief case study form organized and categorized into a behavioral classification system involving major areas of performance. Throughout the text, there is heavy use of examples, illustrative material, and step-by-step description. Contents include: a detailed description of the critical incident approach to problems in nursing; use of the critical requirements approach in establishing objectives for a school of nursing; use of critical incidents to define behaviors; development of curriculum objectives and learning experiences consistent with critical requirements in nursing; evaluation in terms of objectives, the task, performance, and professional standards; and the tools of evaluation. Bibliographies and selected references follow each chapter. Appended materials include: (1) lists of critical requirements in fields related to nursing, (2) lists of expected nursing student behavior in selected clinical areas, and (3) performance descriptions of certain nursing functions and procedures. (MDW)

ED 106 469 CE 003 630

Cain, Glen G. And Others

Labor Market Analysis of Engineers and Technical Workers.

National Manpower Policy Task Force, Washington, D.C.

Spons Agency—International Business Machines Corp., Armonk, N.Y.

Pub Date 73

Note—88p.

Available from—The Johns Hopkins University Press, Baltimore, Maryland 21218 (Cloth—\$6.00; Paper—\$1.95)

Document Not Available from EDRS.

Descriptors—*Economic Factors, Engineering Technicians, Engineers, Labor Market, Labor Supply, *Manpower Development, Manpower Needs, Manpower Utilization, *Scientific Manpower, Scientists

Identifiers—Manpower Research

The study employs economic models of supply decisions, employer demand decisions and market interactions to examine scientific, engineering, and technical manpower utilization. The introduction surveys the major reasons for the perennial concern about manpower supply in the field, and examines problems of defining the occupations under study. A detailed section on the economic framework for analysis examines: the current state of knowledge about manpower demands and utilization, suggesting research strategies for filling gaps in the knowledge; the supply of technical manpower, discussing the importance of career decisions on supply as determined by various models, and suggesting alternative, more inclusive models; the determinants of earnings of technical workers with special reference to engineers, illustrating the promise and problems of statistical models of the earnings functions of technical workers; and market adjustment and technical manpower problems, discussing equilibrium, disequilibrium, and dynamic adjustments in the technical manpower market. The final section deals with two issues pertinent to governmental decision-making in the manpower area: the advantages of cost-benefit-analysis in evaluating education and training programs, and the limitations of currently-determined projections of supply and demand as guides to public and private policy decisions. (JR)

ED 106 470 CE 003 633

Television Basics for TV-ABE Institute.

Maryland Univ., Baltimore.

Pub Date Jul 69

Note—38p.; The glossary is not included

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Audio Equipment, *Educational Television, Graphic Arts, *Guides, Media Technology, *Production Techniques, *Programming (Broadcast), Television, Television Lighting, Video Equipment

The guide opens with a discussion of television's limitations: its initial blankness; its technical constraints; its need for studios; its relatively high costs; the need for extensive planning; and its need to be integrated into a broader program. A discussion of television's strengths follows: its flexibility; its ability to focus and magnify; its virtually universal availability; its complementarity with other media; and its economy, especially in terms of saving manpower. The bulk of the guide offers illustrated, easily-understood, technical and operational descriptions of television equipment (both video and audio), and similar discussions of such supporting activities as graphics and lighting. A concluding eight-page section outlines in some detail a method of preparing for and executing a television production that is applicable to most types of instructional production, and also deals with production personnel, conferences, materials, scripts, rehearsals, and actual telecasting. (JR)

ED 106 471 CE 003 634

A Position Paper: Career Education.

Saint Paul Public Schools, Minn.

Report No.—Pub-474

Pub Date Jul 74

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, *City Wide Programs, Curriculum Development, *Educational Objectives, *Elementary Secondary Education, Integrated Curriculum, *Program Design, Program Planning

Identifiers—*Saint Paul Public Schools

Career education program goals in the St. Paul public schools aim at integrating career education concepts into existing curricula and developing new programs where necessary in home school programs, specialized learning centers, and grades K-12. Some high schools will offer learning and occupational center facilities to students from all attendance areas. Elementary schools are being grouped in clusters, career counseling services are being expanded, and placement services are offered as they are needed. The position paper includes a brief background statement on the need for career education in St. Paul; definitions

of career education; program goals; student objectives for each level, K-12; and implementation and support activities. Appended materials include: glossary, a statement by the St. Paul Teachers' Career Education Committee, and the State Board of Education position paper on career education adopted in 1972. Ordering information for resource materials is also included. (MDW)

ED 106 472 CE 003 635

Nolan, Nelda M. Gross, John G.

An Evaluation of the Influence of the Expanded Food and Nutrition Education Program in Missouri.

Missouri Univ., Columbia. Extension Div.

Pub Date [Mar 72]

Note—95p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Comparative Analysis, Control Groups, Data Analysis, Demography, Diets, Economically Disadvantaged, Educationally Disadvantaged, Family Programs, Federal Programs, *Nutrition, Nutrition Instruction, *Poverty Programs, *Program Evaluation, *Rural Urban Differences, Statistical Studies, Tables (Data)

Identifiers—EFNEP, Expanded Food and Nutrition Education Program, Missouri

The report evaluates the Expanded Food and Nutrition Education Program (EFNEP) in Missouri by comparing the dietary adequacy and nutrition knowledge of 200 program families representative of urban, small town and rural areas with that of 200 similarly representative non-program families. Data were gathered by personal interviews taken in March, 1972, employing the 24-hour recall questionnaire method. The tabular presentation of data states that: program families' dietary adequacy was not consistently better than that of control families; both program and control groups' nutritional adequacy was comparable; program families' nutrition knowledge was higher than that of control families; nutritional adequacy depended most on educational level; median percent recommended dietary allowance and nutrition adequacy did not depend upon tenure in the program; and food buying and nutrition knowledge increased with more frequent visits of program workers. The study concludes that the EFNEP has been successful in its efforts, especially during the first 18 months of a family's participation, but it questions whether the data indicate that the adequacy of diets observed among program families can be attributed to the program. A 29-page appendix tabulates the percent recommended dietary allowance for eight nutrients for each location where the data were gathered. (JR)

ED 106 473 CE 003 636

Wolf, Abraham

A Self-Help Program for One Parent Households. Final Report.

Associates for Research in Behavior, Inc., Philadelphia, Pa. Science Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date May 71

Note—87p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Child Care Centers, Day Care Services, Economically Disadvantaged, Entry Workers, Fatherless Family, Federal Programs, *Females, High School Equivalency Programs, Improvement Programs, Individualized Programs, Job Training, *Office Occupations, *One Parent Family, Program Descriptions, *Program Evaluation, Questionnaires, Summative Evaluation, Tables (Data), Welfare Recipients, *Work Experience Programs

Identifiers—*Philadelphia (Pennsylvania)

This is a final progress report on a two-year project that developed a basic and clerical skills training system for women from AFDC (Aid to Families with Dependent Children) households that included the establishment of a company employing former trainees. The following were important components: comprehensive education; a day-care facility; individualized learning; evaluation and recording; counseling; incentives, and work transition. An overview of the project is found in the introduction. The personnel subsystem section covers recruiting, screening, intake procedures, and demographic and at-

tendance data. The secretarial section focuses on the clerical and GED preparation and student performance data. The child development section includes a description of the day-care center and its objectives and activities in addition to data on attendance and the characteristics of users and nonusers. The marketing section explains the following goals: to provide semi-protected work experience for work transition cases; to perpetuate training programs; and to provide jobs, salaries, and advancement opportunities. The evaluation section offers a description and analysis of the evaluation procedures, using questionnaire responses as well as demographic, process, and criterion data. The pilot study of controlling payment on daily attendance, questionnaire instrumentation, and responses are appended. (JB)

ED 106 474 CE 003 637

A Guide to the Operation of a Basic and Clerical Skills Program for AFDC (Aid to Families with Dependent Children) Trainees.

Associates for Research in Behavior, Inc., Philadelphia, Pa. Science Center.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—PB-236-709

Pub Date May 71

Note—75p.

Available from—National Technical Information Service, Springfield, Virginia 22161 (PB-236-709; MF \$2.25, HC \$4.25)

Document Not Available from EDRS.

Descriptors—*Clerical Occupations, Disadvantaged Groups, Females, Individualized Instruction, Job Training, *Office Occupations Education, Program Development, Programmed Instruction, Program Guides, *Welfare Recipients

The guide is one of the outcomes of an experimental research and demonstration program to develop a system for training mothers on welfare in office skills leading to such positions as secretaries, clerk-typists, office machine operators, and similar jobs. The program was funded for two years (May 1, 1968–April 30, 1970) by the Social and Rehabilitation Service of the Department of Health, Education, and Welfare. Trainees are women on welfare (men are eligible, but none have enrolled to date) who lack job skills and, in most cases, are high school dropouts; the only admission requirement Associates' program imposes is the achievement of a score on the California Achievement Test (CAT) equivalent to that of a beginning seventh grader. The curriculum is individualized for each student with the help of programed instruction and self-instructional materials. (NTIS)

ED 106 475 CE 003 639

Lindbeck, John R.

Practical Guide to Industrial Arts Education.

Pub Date 72

Note—206p.

Available from—Center for Applied Research in Education, Inc., 521 Fifth Avenue, New York, New York 10017 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Curriculum Development, Educational History, Educational Philosophy, Elementary Secondary Education, *Facility Planning, Facility Requirements, *Guidelines, *Industrial Arts, Instructional Innovation, Program Descriptions, *Program Planning, Resource Guides, School Shops, Shop Curriculum, Teacher Education

Philosophy, content, organization, methodology, and administration of industrial arts education are described as an integral part of a total educational program. The book is aimed at educators, primarily teachers, at the elementary and secondary levels, and explains and summarizes types and levels of offerings and their functional relationship with other school programs. Chapters are devoted to (1) history of industrial arts education, including Swedish and Russian developments and the manual training and manual arts movements; (2) planning and organizing instructional facilities, including utilities, storage, equipment, space utilization, health and safety, and environmental control; (3) the elementary and secondary levels; (4) curriculum innovation, using specific State plans as examples; (5) auxiliary industrial arts services, such as collegiate professional services, special education, and adult education; (6) industrial arts teacher education; (7) solving teacher problems in industrial arts;

(8) supervision; and (9) learning resources, a list of periodicals, films and books arranged by subject area. (MDW)

ED 106 476 CE 003 641

Wasil, Raymond A.

Model for School Pre-Employment Activities.

Pub Date [74]

Note—130p.; For related volumes see CE 003 642-3

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Employment Programs, Employment Qualifications, *Employment Services, High School Students, Job Applicants, Job Application, *Job Placement, Part Time Jobs, Program Descriptions, *Program Development, Secondary Education, Student Personnel Services, Vocational Education, *Youth Employment

The guide argues for the establishment of placement services in secondary schools and provides detailed instructional units and suggestions for conducting pre-employment clinics which aim to provide all students leaving school with a basic understanding and working knowledge of the skills necessary to seek out and obtain employment or additional training and to utilize available community employment services. Two units focus on pre-employment forms such as want ads and resumes. Other sections of the guide describe procedures for: surveying and assessing employment opportunities in the community, in business, and in industry; compiling and using a guidance career resource file; analyzing promotion opportunities in assorted job situations; keeping a job, once one is found; and starting a business. Suggestions for planning a job hunting clinic and a sample clinic outline are also provided. Also included are a sample job application and McBee card, and an agency and organization contact sheet. A packet containing an assortment of pre-employment-job hunting materials is appended. (JR)

ED 106 477 CE 003 642

Wasil, Raymond A.

Model for Implementation of School Placement Services.

Pub Date [74]

Note—86p.; For related volumes, see CE 003 641 and CE 003 643

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Educational Administration, Employment Programs, *Employment Services, High School Students, *Job Placement, *Program Administration, Program Content, Program Descriptions, *Program Development, *Program Guides, Program Planning, School Community Relationship, Secondary Education, Student Personnel Services, Youth Employment

The guide is designed to provide school administrators and guidance directors with an outline of what has been and what can be developed in the areas of structure and organization of student job placement programs. It describes a model program developed for the Akron-Summit County Ohio secondary schools, and consists of detailed outlines of the program's orientation and structure. The section on orientation deals with: communicating with top administrative staff, contacting and interviewing school principals and counselors, meeting with students, and contacting and involving individuals and groups in the community. The program structure section deals with: office and logistical organization, staff selection and orientation, data processing, staff organization, in-school and out-of-school program phases, and job development. More than half of the guide consists of sample forms and reports dealing with program procedures and student identification, illustrative of the structure within which a placement specialist could operate. (Author/JR)

ED 106 478 CE 003 643

Wasil, Raymond A.

Model For Implementation of School Follow-Up System.

Pub Date 74

Note—74p.; For related volumes see CE 003 641-2

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Dropouts, *Followup Studies, Graduate Surveys, High School Graduates,

*High School Students, Occupational Surveys, Program Descriptions, Program Evaluation, Questionnaires, *Vocational Followup, *Young Adults

The guide describes a followup study procedure for obtaining from high school graduates and dropouts information concerning their present employment status, training interests, personal data, employment interests, transportation type, training and education, and questions and comments. The study procedure is longitudinal and four phased. The initial baseline study (taken before graduation or dropping out) and the one-year followup phase are recommended for all students to determine personal and vocational data. The three-year followup phase is primarily geared toward obtaining employment information from vocational students, and educational information from college preparatory students. The five-year followup is intended to ascertain similar information, along with former students' estimations of the quality of the high school education/training experience. Samples and discussions of the following forms comprise over 50 pages of the document: the followup questionnaire; the alumni survey; the employer followup survey; the school attendance study of 1973; the State of Ohio base line phase and first-year phase surveys; the State of Michigan followup survey of 1973 graduates; and the State of Florida vocational, technical and adult education followup and employer surveys. (JR)

ED 106 479 CE 003 644

Sinnett, William E.

The Application of DACUM in Retraining and Post-Secondary Curriculum Development. Second Edition.

Humber Coll. of Applied Arts and Technology, Toronto (Ontario). RANDA Div. Pub Date Nov 74

Note—245p.; Appendix D, The STEP Learning Process, is missing; Pages 221-8 are of poor quality and will not reproduce in microfiche; Best copy available

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Administrator Guides, *Cluster Grouping, Course Objectives, Curriculum Design, *Curriculum Development, Curriculum Planning, *Data Sheets, Educational Programs, Educational Resources, Instructional Design, Job Analysis, Job Skills, Occupational Clusters, Occupational Information, *Post Secondary Education, Resource Materials, Subject Index Terms, *Vocational Retraining

Identifiers—DACUM, Developing a Curriculum

The document is intended to expand and clarify the DACUM (Developing a Curriculum) process and product. As a process, it is a group analysis of a particular job or subject area; as a product, it is one or two sheets of paper showing a skill profile for a job or subject area which can serve as a curriculum outline or plan. The document consists of the following sections: (1) a review of current literature dealing with front end analysis; (2) DACUM as it is currently being implemented; (3) the DACUM procedural manual; (4) DACUM chart information classified by 20 general subject areas or job designations and presented in the document in card file format, each card specifying subject/designation, level, title, developer, terminal performance objectives, and other coded information; (5) advantages and disadvantages of the system; and (6) an epilogue, consisting of comments, coding system information, bibliography, and list of contributors. Appended materials include a sample DACUM chart, a task certification record, and an updated list of 204 DACUM charts offering the name of each program and its developer. (The charts referred to in (4) above, are available from DEX [DACUM Chart Exchange], 20 Rainside Road, Toronto, Ontario M3A 1A4.) (MW)

ED 106 480 CE 003 645

Brilliant, Nancy, Ed.

Teaching English to Speakers of Other Languages: A Selected Bibliography.

Pub Date Feb 71

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Bibliographies, *English (Second Language), *Instructional Materials, Language Aids, *Language Instruction, Language Skills, Linguistics,

Periodicals, Publications, Reference Materials, Secondary Education, *Second Language Learning, Tests

The bibliography, containing nearly 200 entries, begins with a listing of background materials grouped under the headings (1) linguistics (general, contrastive studies, and English language), (2) reference books for teacher and student, (3) language learning-theory and practice, (4) testing, (5) bibliographies, and (6) periodicals. An occasional entry lacks complete bibliographic data. An additional page contains names and addresses of agencies, organizations, and publishers. A second section lists and annotates briefly adult and secondary level materials for classroom use: multi-skill texts for beginner to intermediate levels; non-book materials for beginner to intermediate levels and structure texts for intermediate to advanced levels; readers for intermediate to advanced levels; composition texts for intermediate to advanced levels; pronunciation texts for all levels, and general texts for elementary and secondary levels. (MDW)

ED 106 481 CE 003 646

Schwartz, Melvin

The Cooperative Distributive Education Program for Employers of Cooperative Distributive Education Students.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Cooperative Education, *Cooperative Programs, *Distributive Education, Instructor Coordinators, *On the Job Training, Post Secondary Education, *Program Descriptions, School Industry Relationship, Secondary Education, *State Programs, Student Characteristics, Student Employment, Work Experience Programs

Identifiers—New Jersey

The booklet serves to acquaint employers with the cooperative distributive education program in New Jersey. Contents briefly cover facts concerning: the benefits of the program to the employer, conditions of employment of students, the students themselves, what students gain from the program, the role of the teacher coordinator, the students' training plan, the training agreement, the employers' responsibilities, the grading or evaluation of students, training program followup, and advisory committee members. Appendixes describe a training plan and provide a sample training agreement. (MDW)

ED 106 482 CE 003 647

Organizing for Life-Long Learning. Occasional Paper No. 2.

Pacific Association for Continuing Education, Burnaby (British Columbia).

Report No.—OCCAS-Pap-2

Pub Date Jan 74

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Administrative Organization, *Adult Education, Adult Vocational Education, Changing Attitudes, Community Planning, Cooperative Planning, Decentralization, *Educational Development, *Educational Needs, *Educational Policy, *Foreign Countries, Individual Needs, Organizational Change, Professional Continuing Education, Regional Planning, Vocational Development

Identifiers—ACE, Association for Continuing Education, *Canada, Needs Assessment

The statement reflects Canada's growing interest in adult education. Lifelong learning is viewed as necessary for coping with a complex and rapidly changing society and additional benefits of adult education can be seen in terms of cost benefits and the use of existing educational structures. Social factors influencing the need for adult learning opportunities include the knowledge explosion, computer technology, and the trend away from strictly youth-oriented schooling. Five areas of individual need are: pursuit of life-long interests; professional, vocational, and career upgrading; coping with the information explosion; identifying and resolving community problems; and life enrichment. Canadian citizens and provincial educators are indicating more interest in adult education. Many feel that the concept could better be served by a restruc-

tured Department of Education with support and coordinating services for an adult education program; cooperative action at regional and community levels through decentralization, already begun in the province; and by new methods of need assessment, coordination and delivery of services. Appended are: a Canadian policy for continuing education; adult education in British Columbia; and tables illustrating growth of adult education in British Columbia. (MDW)

ED 106 483 CE 003 648

Brooke, W. Michael

Canadian Adult Basic Education: An Overview. Occasional Paper No. 4.

Pacific Association for Continuing Education, Burnaby (British Columbia).

Report No.—OCCAS-Pap-4

Pub Date Sep 74

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Education Programs, Adult Literacy, *Adult Vocational Education, Disadvantaged Groups, Educational Needs, Federal Legislation, *Federal Programs, *Foreign Countries, Government Role, Illiterate Adults, *Literacy Education, Reports

Identifiers—*Canada

The paper reviews the growth of Canadian Adult Basic Education (ABE) with emphasis on the role played by the Federal government. It considers major events leading to an awareness of the disadvantaged and their inability to function adequately, without necessary opportunities and skills, in the mainstream of an industrialized society. The author describes the various Federally sponsored projects—the Technical and Vocational Training Assistance (TVTA) Act, the Basic Training for Skill Development (BTSD) Program, The Adult Occupational Training (AOT) Act, and the New Start Program. Innovations in ABE established life skills and basic literacy training and an ABE course based on individualized learning and a behavioral objectives "systems" approach. For continued effectiveness and expansion, the author emphasizes the need for active student involvement in the learning process. A bibliography is provided. (Author/JB)

ED 106 484 CE 003 649

Fast, R. G.

Continuing Education and North American Society. Occasional Paper No. 1.

Pacific Association for Continuing Education, Burnaby (British Columbia).

Report No.—OCCAS-Pap-1

Pub Date 7 May 73

Note—23p.; Speech presented to the Annual Conference of the British Columbia Association of Continuing Education Administrators (May 7, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adult Education, *Community Involvement, Continuous Learning, Educational Needs, *Foreign Countries, *Futures (of Society), Reports, Social Systems, Socioeconomic Influences

Identifiers—*Canada

The author defines and examines briefly continuing education as the process by which lifelong educational needs of the individual and society are met, requiring new administration and community involvement. The paper also examines in outline form the societal context in which individuals which make up that society find themselves today, in terms of interdependence, rich and poor nations, and a changing occupational structure. The changes in the future are discussed in regard to health and life, environment and technology. There are individual and societal needs for continuing education that revolve around coping with the knowledge explosion; solving community problems; enriching one's life; pursuing interests; and upgrading professions, careers and jobs. In tabular form, the author explains one taxonomy of the categories of Community Service Programs and examples of such programs in Alberta. Another taxonomy dealing with self-development, community development, and program development functions is defined. The conclusion provides recommendations for effective community leadership in implementing these programs. (JB)

12 Document Resumes

ED 106 485 CE 003 650

Stutman, Gail

Professors as Teacher Trainers. Career and Technology Education Monograph Series No. 1. Bowling Green State Univ., Ohio. Career and Technology Education Graduate Faculty.

Pub Date 75

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Business Education, *Business Education Teachers, *College Faculty, Reports, *Teacher Education, *Teacher Improvement, *Teacher Responsibility, Teaching Methods, Teaching Quality

This report is concerned with the responsibilities of professors for teacher training. The quality of high school and post high school business teaching depends upon attitudes toward and understandings of business and the economic system which have been developed in the business courses on the college level. The paper briefly examines the disadvantages of retaining the same learned approaches and techniques from college courses and offers recommendations in regard to the improvement of instructional techniques on the college level. (JB)

ED 106 486 CE 003 651

Park, Theresa

Occupational Shortages Study Reporting System. Texas State Technical Inst., Waco.

Pub Date Oct 74

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Computer Programs, Computers, Computer Storage Devices, Data Bases, Employment Opportunities, *Job Market, Labor Force, *Manpower Needs, *Occupational Surveys

Identifiers—Occupational Shortages Reporting System, OSRS, Texas

The Occupational Shortages Reporting System (OSRS) is a computerized system developed to produce quick and accurate reports on occupational shortages for given time periods and given occupations in Texas. The system's salient features are: easy and fast retrievability of information; expandability of the data base (from the present 1,254 occupations coded according to the United States Department of Labor's Dictionary of Occupational Titles); and ability to project future shortages from the analysis of past data. The guide describes the Input Subsystem, explaining the three different types of input data (occupational description cards, city name cards, and occupational shortage cards) and their method of coding and preparation, and illustrating their exact layout forms. It next discusses the Computer Subsystem, centering on the generation of a data base which contains all available information on occupational shortages and including the system flowchart and methodology of programming. Finally the guidelines describes the Output Subsystem, explaining and presenting a sample of the output report on occupational shortages. (Author/JR)

ED 106 487 CE 003 652

Kavanagh, Michael J. Weissenberg, Peter

The Relationship Between Psychological Differentiation and Perceptions of Supervisory Behavior.

Pub Date Aug 73

Note—12p.; Paper Presented at the annual meeting of the American Psychological Association (August, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Behavior, Behavioral Science Research, Behavior Patterns, Individual Differences, Leadership Styles, *Psychological Characteristics, Research Methodology, *Role Perception, *Supervisors

The hypothesis that individual differences in psychological differentiation are related to the perceptions of the independence of leadership behaviors was tested. After viewing a supervisor-subordinate interaction sequence on closed circuit television tape, subjects responded to questionnaires measuring their perception/judgments of the supervisor's behavior and their degree of psychological differentiation. The results supported the hypothesis that field dependent subjects perceived/judged Consideration and Initiating Structure behaviors to be significantly

more related than field independent subjects. The implication of these results are discussed in terms of both the leadership and the perceptual/cognitive literature. (Author)

ED 106 488 CE 003 653

Rescue Skills and Techniques.

Defense Civil Preparedness Agency (DOD), Washington, D.C.

Pub Date Jul 72

Note—86p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Accidents, Civil Defense, Emergency Programs, *Emergency Squad Personnel, Equipment Utilization, *Guides, *Job Training, Medical Services, *Rescue, *Skill Development, Training Techniques

Identifiers—DCPA, Defense Civil Preparedness Agency

The guide has been prepared for use as a textbook in rescue training courses at DCPA (Defense Civil Preparedness Agency) approved training schools and is to be used in rescue training programs of State and local governments. The document explains the various types of rescue missions, command structure, the personnel of the operating unit, personnel training, and standard operational procedures. Rescue skills and techniques are explained to those who are training for rescue service in peacetime or attack-caused emergency. The guide describes in detail the rescue squad's tools and equipment and gives instructions for their use. The wide range of operations that squadmen perform; such as, rope and ladder work, lashing and rigging, shoring, tunneling, trenching, and casualty handling, are covered in detail. The guide also contains information on basic types of building construction and the ways in which buildings may collapse as result of blast or other causes. (Author/BP)

ED 106 489 CE 003 654

The Attractiveness of Air Force Non-Monetary Benefits. Final Report, Period July 1972 - June 1974.

Cooper and Co., Stamford, Conn.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas; Air Force Human Resources Lab., Lackland AFB, Tex. Manpower and Personnel Systems Div.

Report No—AFHRL-TR-74-68

Pub Date Jul 74

Note—191p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—*Career Choice, *Cost Effectiveness, Data Collection, Evaluation Methods, *Fringe Benefits, Measurement Techniques, *Military Personnel, Military Service, *Motivation, Research, Tables (Data)

The study provides estimates of the valuations placed on various military non-monetary benefits by Air Force personnel, and explores the relationships between these valuations and personnel retention. Empirical data were obtained using a stratified sample survey approach for 3,698 active duty personnel, which included a large amount of biographical and attitudinal data, as well as the dollar compensation that would be required for each of 15 non-monetary benefits—if eliminated—to make the respondent feel just as well off as he does now with the benefit. Major conclusions/recommendations include the following: (1) the Air Force should take no action to educate its present personnel in the area of non-monetary benefits—except the retirement benefit—in general (evidence indicates that increased knowledge has a negative effect on non-monetary benefit valuations); (b) the retirement benefits should be stressed and explained in terms of its high "present value" during the first enlistment because of its positive role in personnel retention; and (c) the Air Force should consider providing cash to its present personnel in lieu of non-monetary benefits (benefit allocations are not necessarily the same allocations that would be chosen if Air Force members had cash). (Author)

ED 106 490 CE 003 655

Stamler, Moses

Design for a Performance Based Adult Education Community Coordinating Agency.

Pub Date Oct 74

Note—34p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Adult Education, Adult Education Programs, Agency Role, Budgeting, Change Agents, *Change Strategies, Community Coordination, Community Development, *Computer Oriented Programs, Data Collection, Information Dissemination, *Interagency Coordination, Organization, *Program Coordination, Program Planning, Research, Staff Improvement

A plan is described for a project to establish an adult education coordinating and change agency in the New Haven, Connecticut area to coordinate activities of existing organizations; provide a research staff to establish a computerized data base; disseminate information and provide technological services to local agencies; set up a communications network; and provide a staff development program and workshops. The proposal includes a specific list of reasons for establishing the agency in New Haven, such as deficiencies in programs, lack of access to information, and fragmentation of services. A section outlines suggestions for administration, management, needs assessment, and an overall approach to implementation. The roles of research teams and computer technology, multi-media technology, guidance, and subject matter consultant services are discussed and an organizational chart follows. In step-by-step format, objectives are listed for each phase of development, such as the organization of the data service unit; establishing relationships; data gathering and dissemination; simulations, workshops and conferences; and continued functioning of the agency after nine months, each with suggested strategies for securing measurable output. A chart shows a schedule of phase implementation over a 12-month period, and a budget breakdown is included. (MDW)

ED 106 491 CE 003 656

Proceedings: Cable Broadcasting in the Community. April 30-May 2, 1972.

Guelph Univ. (Ontario). Office of Continuing Education.

Pub Date Feb 73

Note—80p.; Proceedings of a two-day conference held at the University of Guelph, (April 30-May 2, 1972)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Audiovisual Communication, Broadcast Industry, Broadcast Television, *Cable Television, Commercial Television, Conference Reports, Educational Alternatives, *Educational Television, Foreign Countries

Identifiers—Canada

The proceedings contain transcripts of speeches, panel discussions, and plenary sessions dealing with various aspects of cable broadcasting. The speeches include: Community Television—Future Potential, John deMercedo; Reaction to Dr. deMercedo's speech, Diane Abbey Livingston; The Guelph Communications Project, William Foss; An Outline for the Plans Under Discussion for the Ryerson Open College, Margaret Norquay; Cable TV and Credit Courses, R. F. G. Campbell; The Political Dimension, Richard Gwyn; Ownership, Rights and Control of Cable Transmission, David Williams; and Getting and Keeping People Involved, Philip Lynd. The plenary sessions included: Community Programming—Costs and Sources of Support, with Douglas Waterston and Ted Jarman; The Political Dimension, with Duane Tulloch and David Williams; Ownership, Rights and Control of Cable Transmission, with Glen Warlow and David Williams; and Citizen Involvement and Education in Cable TV, with Weldon Findlay and David Williams. Technical Aspects of Cable Broadcasting, were discussed by I. Switzer, J. D. Livingston and Ian Easterbrook. Senator Keith Davey's address Federal-Provincial Issues in Cable Broadcasting in the Community is also included. (JR)

ED 106 492 95 CE 003 657

Maine Curriculum Guide for Career Education K-12.

Maine Univ., Orono. Coll. of Education. Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Vocational Education; Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—301p.

EDRS Price MF-\$0.76 HC-\$15.86 PLUS

POSTAGE

Descriptors—Career Awareness, *Career Education, Career Planning, *Curriculum Develop-

ment, *Curriculum Guides, Educational Objectives, Educational Programs, *Elementary Secondary Education, Integrated Curriculum, *Learning Activities, Program Descriptions, Program Development, Resource Materials, Student Developed Materials, Teacher Developed Materials

Identifiers—Career Exploration, Maine

The Maine Curriculum Guide for Career Education's (K-12) task is to provide Maine educators with a model for developing concepts, activities, and resource materials that will infuse Career Education in all Maine schools. Chapter One explains the various aspects of career education, covering its components, definition, rationale, and program implementation through a World of Work model. Chapter Two discusses the roles teachers, counselors, administrators, school board members, the State Department of Educational and Cultural Services, career education coordinators and guidance aides may take to meet the challenge. The remaining 200 pages of the guide, Chapter Three through Six, provide teacher-developed career education activities for career awareness (K-6), career exploration (7-9), and career preparation (10-12) for integration into the classroom curriculum. Each of these sample activities includes a program description, concepts, objectives, activities, resources and materials, and in some cases an evaluation based on classroom use of the unit. Brief descriptions of career-oriented programs in Maine and other States, a 23-page bibliography, and a list of publishers of career related materials are appended. A small brochure, Career Education and Maine, is also included. (BP)

ED 106 493 CE 003 659
Tennessee Advisory Council for Vocational Education. 1974 Annual Report.

Tennessee State Advisory Council for Vocational Education, Knoxville.
Pub Date [75]

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Advisory Committees, *Annual Reports, Disadvantaged Groups, Educational Assessment, Employment Opportunities, Occupational Surveys, State Programs, State Surveys, *Vocational Education

Identifiers—Tennessee

The number of vocational education graduates from public schools in Tennessee for 1973-74 is compared to employment needs for the same period. The projected number of vocational jobs was 62,068; public school vocational graduates numbered 50,154. Charts also show whether secondary, postsecondary and adult training programs' graduates for 1973 were employed full-time in the field for which they trained or in related fields, in other employment, or were not available for placement. The State's secondary disadvantaged program is criticized for not projecting the State's needs adequately. The Tennessee Advisory Council for Vocational Education's 1973 recommendations are analyzed, followed by its 1974 recommendations and a list of activities. (SD)

ED 106 494 CE 003 660

Stevens, Joe B. And Others

On the Process and Consequences of Job Rationing in Oregon's Declining Wood Products Industry. WRDC Discussion Paper No. 4.

Western Rural Development Center, Corvallis, Ore.

Spons Agency—Rockefeller Foundation, New York, N.Y.

Pub Date Jan 75

Note—37p.; Paper presented at Annual Meeting of the American Anthropological Association (1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Economic Factors, Employment Opportunities, *Employment Potential, Employment Practices, Employment Trends, *Forestry Occupations, Job Applicants, *Job Market, Labor Market, Labor Turnover, Lumber Industry, *Manpower Needs, *Occupational Mobility, Social Disadvantage

The study of the mobility of the wood products labor force was made in response to a predicted decline in manpower needs for the wood products industry in western Oregon and western Washington. Variables affecting workers' em-

ploability and mobility were analyzed to determine the potential in Oregon for mobility within and out of the industry, the function of the labor market in distributing jobs, and the interface between the labor market and workers' adaptations. Hypotheses dealt with social marginalization, defined as the process of becoming economically obsolete, and job rationing, defined as the process by which one applicant is selected over another for a particular job. Because of the size of the population studied (a longitudinal study of 50) a random sampling of workers, and 20 in-depth profiles of workers; and because of acknowledged missing observations, evidence in some areas was mixed, and further research is planned. Data from the study are tabulated and discussed at length. Additional formal education and high firm seniority seemed to have low value, and results also suggested that although changing jobs can be a rational response to a tight labor market, the practice threatens workers' re-employability. (MDW)

ED 106 495 CE 003 661

Taveggia, Thomas C. Hedley, R. Alan

Job Specialization, Work Values and Worker Dissatisfaction. Technical Report No. 29.

California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-29

Pub Date Jan 75

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Blue Collar Occupations, Data Analysis, Employee Attitudes, Foreign Countries, *Industrial Personnel, *Job Satisfaction, Middle Class Values, Negative Attitudes, Occupational Information, *Occupational Surveys, Skilled Occupations, Social Values, *Specialization, Tables (Data), Unskilled Occupations, *Work Attitudes

Identifiers—*Great Britain

The paper is concerned with determining from a large sample of British industrial workers, whether there is an unconditional relationship between job specialization and worker dissatisfaction, or a relationship contingent on middle-class work values. The recent work literature includes three contradictory propositions relating job specialization and worker dissatisfaction. The first predicts an unconditional relationship between these variables; the second predicts that it will be higher among workers committed to middle-class work values; the third predicts that it will be higher among "alienated" workers. Data were gathered in a survey of 5,274 industrial workers employed in six factories in England, Scotland, and Wales. The research instrument, a 153-item questionnaire, was completed by 61 percent or 3,193 workers. For the most part, workers of both sexes and of varying age and tenure, were low skilled and worked on production lines. From the data, presented in tabular form, it is concluded that correlates of job specialization related in different ways and in varying degrees to worker dissatisfaction. The complexity of the problem is that workers' affective responses to characteristics of specialized work are not uniform, but vary with different job characteristics. A bibliography is provided. (Author/JB)

ED 106 496 CE 003 662

Champoux, Joseph E.

Individual Reactions to Work: The Compensatory and Spillover Models Re-Examined. Technical Report No. 32.

California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-32

Pub Date Jan 75

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Attitude Tests, Behavioral Science Research, Classification, Individual Characteristics, Individual Differences, *Job Satisfaction, Leisure Time, Models, *Occupational Surveys, Perception, Personal Interests, Personality Studies, *Self Concept, *Social Attitudes, Social Experience, Tables (Data), *Work Attitudes, Work Experience

"Compensatory" and "spillover" models have described the two basic relationships individuals form between work and nonwork experiences. The assembly line worker seeking compensation in nonwork activities for deadening work exemplifies the first. A person whose nonwork activities are an extension of work experiences exemplifies the second. The study was designed to deal with criticisms of past research; an individual's own perceptions of his two social environments were used to determine how he personally saw them as related. His self-concept was considered to determine whether any individual differences moderate the form of adjustment an individual achieves between the two spheres. A sample of 178 individuals, using a set of 25 semantic differential scales for comparison, could be classified into four types: spillover/work-oriented; spillover/nonwork-oriented; compensatory/work-oriented; and compensatory/nonwork-oriented. Analysis revealed that both types of spillover individuals viewed both spheres of experiences equally. Compensatory individuals showed sharp contrasts—the work-oriented viewed work experiences as more positive, and the nonwork-oriented viewed them as less positive, than nonwork experiences. Compensatory individuals of both types viewed themselves as less deliberate, active, orderly, and challenging than did spillover individuals. The theoretical implications of these results are discussed. (Author/AJ)

ED 106 497 CE 003 663

Champoux, Joseph E.

Work and Nonwork: A Review of Theory and Empirical Research. Technical Report No. 31.

California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-31

Pub Date Jan 75

Note—74p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Cultural Environment, Employee Attitudes, Employment, *Job Satisfaction, *Leisure Time, *Literature Reviews, Models, Occupational Surveys, *Recreational Activities, *Relationship, Research, Social Adjustment, Social Development, Social Environment, Socioeconomic Influences, Vocational Adjustment, Work Attitudes

The paper examines literature concerned with the relationship individuals form between experiences in their work and nonwork spheres, an issue which is most pronounced in societies where a marked separation exists between the institution of work and social institutions. The author identifies established theoretical models and evaluates empirical evidence for the relationship. The work-nonwork relationship is described by two basic models: spillover (a continuation of work experiences away from work), and compensatory (a reaction to work experiences that guides the selection of nonwork experiences). It has been pointed out by several sociologists that if work lacks meaning, the worker seeks meaning in leisure activities. Another implication is that bad work experiences (alienation) spill over to nonwork activities. Empirical research is classified into two groups: the relationship between work and activities in the nonwork sphere, and studies attempting to relate specific characteristics of people's jobs to their nonwork activities. The studies reviewed are discussed with respect to the spillover and compensatory relationship models. Conclusions and recommendations revolve around building upon past research and theories in constructing more in-depth studies of these relationships. (JB)

ED 106 498 CE 003 664

Parsons, Jerry

Helping a Learning Group Mature.

Pub Date 5 Nov 74

Note—13p.; Prepared for presentation at the AEA-USA Conference in Miami, Florida, November 5, 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Group Behavior, Group Discussion, *Group Dynamics, *Group Instruction, Group Relations, Group Unity, Interaction Process Analysis, *Student Teacher Relationship, *Teacher Role

The ultimate goal of a learning group is to help learners achieve their goals and objectives and to help them learn to live in a rapidly changing and evolving society. Within the context of social change, the author examines how internal dynamics can be used to aid a teacher in developing an effective learning group. Drawing from psychology, sociology, and adult education, the paper deals with the structure and definition of learning groups; the interests, motivations, expectations, and aspirations of each individual; the development of a conducive atmosphere; group size and composition; group identity; social control; group standards; human relations skills; role definition; communication patterns; goals; methods; and group evaluation. The role of the teacher evolves from that of the traditional educator to one of facilitator who must understand the dynamics of collective behavior and its impact on the individual. Several checkpoints for the facilitator to be aware of are: group size; diverse capabilities within a group; mutual involvement of facilitator and student; group solidarity; maintenance of standards related to subject competency; detection of problems; student responsibility for learning; cooperation; effective interdependent communication; coordination of needs, goals and methods; and the mechanics of group evaluation. A bibliography is provided. (JB)

ED 106 499 CE 003 665

Steers, Richard M.

Task Goal Attributes, Achievement, and Supervisory Performance. Technical Report No. 30. California Univ., Irvine. Graduate School of Administration.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-30

Pub Date Sep 74

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Achievement, Achievement Gains, *Achievement Need, Data Analysis, Employer Employee Relationship, Feedback, Goal Orientation, *Individual Differences, *Management by Objectives, Motivation, Motivation Techniques, *Performance Factors, Sampling, *Supervisory Methods, Task Performance

A review of the research literature on goal-setting in organizational settings reveals that goal-setting on an individual job results in better task performance. However, the processes behind their effectiveness is unclear. For example, how are various job attributes of task goals related to performance, and how do various individual differences factors affect the goal-setting process? The study examines the impact of variations in individual differences on the task goal attribute and performance relationship. The investigation studies five task goal attributes: participation in goal-setting; feedback on goal effort; peer competition for goal attainment; goal difficulty; and goal specificity. One hundred thirty-three first-level supervisors in the accounting and customer service departments working under a goal-setting program were investigated through the use of a task goal attribute questionnaire, an adjective check list, a demographic information sheet, and performance measures. The results indicated that the need for achievement can represent a significant influence on the relationship between an employee's task goal attributes and performance. Participation in goal-setting was essential for low need achievers, while feedback and goal specificity were more important for high need achievers. A bibliography is provided. (JB)

ED 106 500 CE 003 666

Thrust for Relevance: Report of the Statewide Study on Adult and Continuing Education. Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date 1 Dec 74

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adult Education, *Adult Education Programs, Budgeting, *Educational Finance, *Educational Needs, Educational Resources, *Interagency Cooperation, Program Planning, Program Proposals, Relevance (Education), State Programs, *Statewide Planning

Identifiers—*Texas

The study was commissioned for two purposes: (1) to document the specific needs for continuing education and community service in Texas and (2) to develop a plan through which needed post-secondary education could be made available to adults. The goals of continuing education and community service revolve around new opportunities for all groups, new flexibility in methods, programming through research, and curricula reflecting new content. Basic issues facing adult educators are: the dimensions of need for continuing education and community service; ways to serve the adult education market; financing; coordination; and quality education. A listing of sponsored programs, data in graph form on enrollment and adult participation in education are included. The need for a knowledge of a variety of skills and available resources to meet the needs of community is regarded as one of a partnership between educational institutions, the State, industry, advisory councils, and private institutions. Recommendations cover the areas of: new opportunities for adults, new programs, establishing advisory councils, shared financing by State and student, and curriculum development. A summary of yearly costs concludes the study. (JB)

ED 106 501 CE 003 667

Career Education Instructional Guide.

State Univ. of New York, Oswego. Coll. at Oswego. Dept. of Industrial Arts and Technology.

Pub Date 74

Note—167p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Career Education, *Curriculum Guides, Enrichment Activities, *Industrial Arts, Industrial Education, Instructional Aids, *Instructional Materials, Junior High Schools, Learning Activities, Lesson Plans, *Middle Schools, Occupational Guidance, Teacher Developed Materials, Teaching Procedures, Unit Plan, Units of Study (Subject Fields), Vocational Education

The guide is designed primarily for industrial arts teachers at the middle school level who wish to integrate career education into their curricula. The lessons and activities attempt to establish a balance among career information, technical information, and hands-on experience. The guide contains six lesson plans which cover the topics: the world of work, knowing yourself, manufacturing and you, sources of information, labor-management relations, and job traits. It also contains a sample six-week mechanical drawing/career education unit plan for seventh graders. The bulk of the guide comprises detailed descriptions of 21 implemented activities including such things as: questionnaires, interviews, slide shows, manufacturing a candle sconce, guest speakers, role playing interviews, and a career crossword puzzle. The format of each of these activities is: introduction, objectives, procedures, content, evaluation, and materials. The guide also contains: three pages of suggested activities, suggested materials for evaluating the career education project, 12 transparency masters, procedures for writing and samples of public relations news releases, sources of information for 15 career clusters, a glossary, and an eight-page bibliography of career education materials. (JR)

ED 106 502 CE 003 668

Altshuld, James W. And Others

Occupational Exploration Program: Evaluation Report Notebook—An Overview.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Note—42p.; For individual reports see CE 003 669-75

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, Educational Assessment, Educational Objectives, *Evaluation Methods, Formative Evaluation, Junior High Schools, *Measurement Instruments, Measurement Techniques, Pilot Projects, *Program Descriptions, Program Design, *Program Evaluation, Reports, Simulation, Summative Evaluation

Identifiers—*Career Exploration, Occupational Exploration Program, OEP

The overview serves as an introduction to seven evaluation reports produced for the Occupational Exploration Program (OEP), a joint developmental effort of the Center for Vocational Education, Ohio State University, and the Jefferson County, Colorado public schools. The 1973-74 project was designed to provide occupational exploration experiences for junior high school students. The report contains a description of evaluation procedures employed by the program as well as an overall description of the program itself. The latter includes goals, objectives, and a discussion of simulation, the major technique used for delivering the program. The evaluation procedures section covers summative and formative evaluation concerns; general sampling; design parameters; and a brief description of the Reviser's Information Summary, the compilation of evaluation data that accompanies each of the seven OEP reports. The final section describes the evaluation instruments utilized and procedures followed. Discussed are: knowledge tests, affective tests, student module questionnaires, teacher evaluation logs, panel review procedures, and observer forms. (Author/MW)

ED 106 503 CE 003 669

Altshuld, James W. Pritz, Sandra

Planning Educational Programs: An Evaluation Report for the Occupational Exploration Program.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Note—140p.; For related volumes see CE 003 668 and CE 003 670-5

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Analysis of Variance, *Career Education, *Educational Planning, Evaluation Criteria, Grade 8, Grade 9, *Junior High Schools, Occupational Choice, Occupational Information, Pilot Projects, *Program Evaluation, Program Planning, Questionnaires, Role Playing, *Simulation, Statistical Analysis, Student Reaction, Teaching Methods

Identifiers—*Career Exploration, Occupational Exploration Program, OEP

The evaluation report is one of seven produced for the Occupational Exploration Program (OEP), a series of simulated occupational experiences designed for junior high school students. Describing the pilot testing of the simulation dealing with education, the report contains sections describing the simulation context, evaluation procedures, results, and a Reviser's Information Summary (RIS). In the simulation students worked on the design and development of a school for the SpaceShip Scorpion, about to take a long voyage in space. The occupational roles simulated included educational researchers, consultants, community members, and other student-selected educational roles. The experimental design involved two Colorado schools, with a total of four experimental and four control groups involving 97 eighth and ninth graders. Instrumentation included knowledge and affective testing, student and teacher questionnaires, and a panel review. Analysis of variance and other descriptive statistics were employed and reliability estimates were calculated. Analysis of variance results revealed that the simulation had a positive impact on student occupational knowledge, but no impact on student occupational preferences. The RIS records and extrapolates trends related to the strengths, weaknesses, and recommendations from all data sources. Appended materials include the evaluation instruments used and the teacher log. (MW)

ED 106 504 CE 003 670

Altshuld, James W. Pritz, Sandra

Planning Construction Projects: An Evaluation Report for the Occupational Exploration Program.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date Sep 74

Note—156p.; For related volumes see CE 003 668-675

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Analysis of Variance, *Career Education, *Construction Industry, Evaluation Criteria, Grade 8, Grade 9, *Junior High

Schools, Occupational Choice, Occupational Information, Pilot Projects, *Program Evaluation, Questionnaires, Role Playing, School Construction, *Simulation, Statistical Analysis, Student Reaction, Teaching Methods

Identifiers—*Career Exploration, Occupational Exploration Program, OEP

The evaluation report is one of seven produced for the Occupational Exploration Program (OEP), a series of simulated occupational experiences designed for junior high school students. Describing the pilot testing of the simulation dealing with construction, the report contains sections describing the simulation context, evaluation procedures, results, and a Reviser's Information Summary (RIS). In the simulation, students planned a new junior high athletic facility. Occupational roles included architect, junior architect, civil engineer, draftsman, community representative, board of education representative, and superintendent of schools. The experimental design involved two Colorado schools, with a total of four experimental and four control groups involving 92 eighth and ninth graders. Instrumentation included knowledge and affective testing, student and teacher questionnaires, and a panel review. Analysis of variance and other descriptive statistics were employed, and reliability estimates were calculated. Analysis of variance results revealed that the simulation had a positive impact on student occupational knowledge, but no statistically significant impact on occupational preferences. The RIS records and extrapolates trends related to the strengths, weaknesses, and recommendations from all data sources. Appended materials include the evaluation instruments used and the teacher log. (MW)

ED 106 505 CE 003 671

Altshuld, James W. And Others
Product Services Module: An Evaluation Report for the Occupational Exploration Program.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Pub Date Nov 74

Note—124p.; For related volumes see CE 003 668-675

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Analysis of Variance, *Career Education, Electrical Appliance Servicemen, Evaluation Criteria, Grade 8, Grade 9, *Junior High Schools, Occupational Choice, Occupational Information, Pilot Projects, *Program Evaluation, Questionnaires, Role Playing, *Service Occupations, *Simulation, Statistical Analysis, Student Reaction, Teaching Methods

Identifiers—*Career Exploration, Occupational Exploration Program, OEP

The evaluation report is one of seven produced for the Occupational Exploration Program (OEP), a series of simulated occupational experiences designed for junior high school students. Describing the pilot testing of the simulation dealing with product services, the report contains sections describing the simulation context, evaluation procedures, results, and a Reviser's Information Summary (RIS). In the simulation dealing with bench electrical repair, students had the opportunity to repair defective transistor radios, provide supplies to product service personnel, or direct other product service workers. Occupational roles included foreman, repairman, and supplyman. The experimental design involved two Colorado schools, with a total of four experimental and four control groups involving 87 eighth and ninth graders. Instrumentation included knowledge and affective testing, student and teacher questionnaires, and a panel review. Analysis of variance and other descriptive statistics were employed, and reliability estimates were calculated. Analysis of variance results revealed that the simulation had a positive impact on both the student's occupational knowledge and occupational preferences. The RIS records and extrapolates trends related to the strengths, weaknesses, and recommendations from all data sources. Appended materials include the evaluation instrument used and the observer form. (MW)

ED 106 506 CE 003 672

Altshuld, James W. And Others
Manufacturing Production: An Evaluation Report for the Occupational Exploration Program.
Ohio State Univ., Columbus. Center for Vocational and Technical Education.
Pub Date Dec 74

Note—153p.; For related volumes see CE 003 668-675

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Analysis of Variance, Assembly (Manufacturing), *Career Education, Evaluation Criteria, Grade 8, Grade 9, *Junior High Schools, *Manufacturing Industry, Occupational Choice, Occupational Information, Pilot Projects, Production Techniques, *Program Evaluation, Questionnaires, Role Playing, *Simulation, Statistical Analysis, Student Reaction, Teaching Methods

Identifiers—*Career Exploration, Occupational Exploration Program, OEP

The evaluation report is one of seven produced for the Occupational Exploration Program (OEP), a series of simulated occupational experiences designed for junior high school students. Describing the pilot testing of the simulation dealing with manufacturing production, the report contains sections describing the simulation context, evaluation procedures, results, and a Reviser's Information Summary (RIS). In the simulation, students set up and put into operation a 38-step assembly line producing extension speakers for transistor radios. Safety rules, administrative procedures, and job training were introduced. Occupational roles included supervisory positions and assembly line production. The experimental design involved two Colorado schools, with a total of four experimental and four control groups involving 77 eighth and ninth graders. Instrumentation included knowledge and affective testing, student and teacher questionnaires, and a panel review. Analysis of variance and other descriptive statistics were employed and reliability estimates were calculated. Analysis of variance results revealed that the simulation did not have a positive impact on student occupational knowledge but did have some positive impact on student occupational preferences. The RIS records and extrapolates trends related to the strengths, weaknesses, and recommendations from all data sources. Appended materials include the evaluation instruments used and a teacher evaluation log. (MW)

ED 106 507 CE 003 673

Altshuld, James W. And Others
Creating an Advertising Campaign: An Evaluation Report for the Occupational Exploration Program.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date Oct 74

Note—134p.; For related volumes see CE 003 668-675

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Analysis of Variance, Artists, *Career Education, Evaluation Criteria, Grade 8, Grade 9, *Junior High Schools, Marketing, Media Specialists, Occupational Choice, Occupational Information, Pilot Projects, *Program Evaluation, *Publicize, Questionnaires, Role Playing, *Simulation, Statistical Analysis, Student Reaction, Teaching Methods

Identifiers—*Advertising Occupations, *Career Exploration, Occupational Exploration Program, OEP

The evaluation report is one of seven produced for the Occupational Exploration Program (OEP), a series of simulated occupational experiences designed for junior high school students. Describing the pilot testing of the simulation dealing with advertising, the report contains sections describing the simulation context, evaluation procedures, results, and a Reviser's Information Summary (RIS). In the simulation, students utilized market research findings to develop magazine advertisements and radio and television commercials for the product, Baddle, an indoor skill game. Occupational roles included account executive, market/media research positions, graphic/layout artists, TV/radio producer, and audio technician. The experimental design involved two Colorado schools, with a total of four experimental and four control groups involving 82 eighth and ninth graders. Instrumentation included knowledge and affective testing, student and teacher questionnaires, and a panel review. Analysis of variance and other descriptive statistics were employed, and reliability estimates were calculated. Analysis of variance results revealed that the simulation had a positive impact on student occupational knowledge and

preferences. The RIS records and extrapolates trends related to the strengths, weaknesses, and recommendations from all data sources. Appended materials include the evaluation instruments used, observer form, and an example of student product. (MW)

ED 106 508 CE 003 674

Altshuld, James W. And Others
Insurance: An Evaluation Report for the Occupational Exploration Program.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date Dec 74

Note—146p.; For related volumes see CE 003 668-675

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Analysis of Variance, *Career Education, Evaluation Criteria, Grade 8, Grade 9, Insurance Companies, *Insurance Occupations, *Junior High Schools, Occupational Choice, Occupational Information, Pilot Projects, *Program Evaluation, Questionnaires, Role Playing, *Simulation, Statistical Analysis, Student Reaction, Teaching Methods

Identifiers—*Career Exploration, Occupational Exploration Program, OEP

The evaluation report is one of seven produced for the Occupational Exploration Program (OEP), a series of simulated occupational experiences designed for junior high school students. Describing the pilot testing of the simulation dealing with the insurance field, the report contains sections describing the simulation context, evaluation procedures, results, and a Reviser's Information Summary (RIS). In the simulation, students operated an automobile insurance company, processing the claim resulting from a "client's" automobile accident. Occupational roles included agent, client, reviewer, inspector, underwriter, witness, rater, claims adjuster, claims examiner, and actuary. The experimental design involved two Colorado schools, with a total of four experimental and four control groups involving 79 eighth and ninth graders. Instrumentation included knowledge and affective testing, student and teacher questionnaires, and a panel review. Analysis of variance and other descriptive statistics were employed, and reliability estimates were calculated. Analysis of variance results revealed that the simulation had a positive impact on student occupational knowledge and preferences. The RIS records and extrapolates trends related to the strengths, weaknesses, and recommendations from all data sources. Appended materials include the evaluation instruments used and an observer form. (MW)

ED 106 509 CE 003 675

Altshuld, James W. And Others
The Health and Welfare Module: An Evaluation Report for the Occupational Exploration Program.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date Sep 74

Note—126p.; For related volumes see CE 003 668-674

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Analysis of Variance, *Career Education, Evaluation Criteria, Grade 8, Grade 9, Health Occupations, Health Personnel, *Human Services, *Junior High Schools, Occupational Choice, Occupational Information, Pilot Projects, *Program Evaluation, Questionnaires, Role Playing, *Simulation, Statistical Analysis, Student Reaction, Teaching Methods, Welfare Services

Identifiers—*Career Exploration, Occupational Exploration Program, OEP

The evaluation report is one of seven produced for the Occupational Exploration Program (OEP), a series of simulated occupational experiences designed for junior high school students. Describing the pilot testing of the simulation dealing with health and welfare, the report contains sections describing the simulation context, evaluation procedures, results, and a Reviser's Information Summary (RIS). In the simulation, students assumed the responsibilities of health and welfare workers in a drug treatment center. The occupational roles included one director, physician, psychologist, medical technician, pharmacist, nurse, probation officer, and social workers. The experimental design in-

involved two Colorado schools, with a total of four experimental and four control groups involving 73 eighth and ninth graders. Instrumentation included knowledge and affective testing, student and teacher questionnaires, and a panel review. Analysis of variance and other descriptive statistics were employed, and reliability estimates were calculated. Analysis of variance results revealed that the simulation had a positive impact on student occupational knowledge. No statistically significant results or changes in occupational preference were noted. The RIS records and extrapolates trends related to the strengths, weaknesses, and recommendations from all data sources. Appended materials include the evaluation instruments used and an observer form. (MW)

ED 106 510 CE 003 676

Directory of Health Occupations Education Programs in Florida: 1974-75.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 74

Note—78p.

Available from—Technical and Health Occupations Section, Bureau of Vocational and Adult Programs, Division of Vocational, Technical and Adult Education, Florida Department of Education, Tallahassee, Florida 32304 (Available upon request)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Directories, *Health Occupations Education Identifiers—*Florida

The 1974-75 Directory of Health Occupations Education Programs in Florida provides a comprehensive listing of programs including administrators and instructors in the secondary schools, area vocational-technical centers, technical institutes, and community colleges. District schools offering programs in health occupations education are listed on pages 19 through 57. Community colleges offering programs in health occupations education are listed on pages 58 through 77. The four-digit number shown at the end of each program title is a course code number as contained in the publication The Accreditor and is for reporting purposes. The 10-digit number in parenthesis following the accreditation number is an assigned U.S.O.E. code number. Only titles of programs are listed, no descriptive information is provided. (Author/BP)

ED 106 511 CE 003 678

Storekeeper 1 and C: Rate Training Manual.

Revised.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA-10270-F

Pub Date 74

Note—250p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0502-LP-051-3510)

EDRS Price MF-\$0.76 HC-\$12.05 PLUS

POSTAGE

Descriptors—Course Content, Employment Qualifications, Facility Inventory, *Instructional Materials, Job Skills, *Manuals, Military Personnel, Military Service, *Military Training, Occupational Information, Promotion (Occupational), *Property Accounting, Skill Development, Storage, *Supplies

Identifiers—Chief Storekeeper, Navy, Storekeeper First Class

The training manual is designed to help the trainee meet the occupational qualifications for performance of duties and for advancement to Storekeeper First Class (SK1) and Chief Storekeeper (SKC). Chapter one provides introductory information (requirements for advancement, sources of information, billets, customer relations, and rewards and responsibilities) that will help the trainee in working for advancement. Chapters 2 through 11 deal with: administrative duties; Navy supply system; inventory management; procurement, receipts and expenditures; shipping; afloat funding and accounting; afloat reports; sawage afloat and ashore; automated supply procedures; and supply problems which are not routine in nature. A six-page subject index is appended. (Author/BP)

ED 106 512

Signalman 1 and C: Rate Training Manual.

Revised.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA 10136-C

Pub Date 74

Note—241p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0502-LP-050-6810)

EDRS Price MF-\$0.76 HC-\$12.05 PLUS

POSTAGE

Descriptors—*Communications, Course Content, Employment Qualifications, *Equipment Maintenance, Instructional Materials, *Job Training, *Manuals, Military Personnel, Military Training, Navigation, Promotion (Occupational), *Recordkeeping, Telecommunication Identifiers—Navy, *Signalmen

The rate training manual is designed to help meet the occupational qualifications for advancement to Signalman First Class (SM1) and Chief Signalman (SMC). Chapter one discusses advancement, its rewards, responsibilities, and requirements. In chapter two administrative and training duties are explained with special emphasis on the coverage of the files and logs maintained by communication departments. Chapters three through eleven consist of illustrated material on naval communications, convoy communications, security, equipment and material management, assisting OOD (Officer of the Day), pilot-electronic navigation, special signals, operations/communication department, and assistant to the signal officer. A subject index is appended. (Author/BP)

ED 106 513

Aviation Machinist's Mate R 1 and C: Rate Training Manual.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA 10344-B

Pub Date 74

Note—215p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0502-LP-051-7210)

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

POSTAGE

Descriptors—*Aviation Mechanics, *Aviation Technology, Course Content, Engines, *Equipment Maintenance, Instructional Materials, *Job Training, *Manuals, Military Personnel, Military Training, Promotion (Occupational), Skill Development

The profusely illustrated rate training manual is one of a series of training manuals prepared for enlisted personnel of the Navy and Naval Reserve who are studying for advancement in the Aviation Machinist's Mate R rating (ADR 1 and ADRC). Chapter one provides information helpful for use in advancement. Chapters two through ten consist of units on aviation supply, work center supervision and administration, reciprocating engine systems, reciprocating engine troubleshooting, engine analyzers, reciprocating engine removal and installation, fuel system maintenance, propeller operation and maintenance, and helicopter maintenance. A subject index is included. (Author/BP)

ED 106 514

IC [Interior Communications] Electrician 3 and 2: Rate Training Manual.

Naval Education and Training Command, Pensacola, Fla.

Report No.—NAVEDTRA 10558-B

Pub Date 73

Note—582p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0502-LP-052-7910)

EDRS Price MF-\$ 1.08 HC-\$29.83 PLUS

POSTAGE

Descriptors—Communications, Course Content, *Electrical Systems, *Electricians, *Electronic Equipment, *Job Training, Manuals, Military Personnel, Military Training, Safety Education, *Telecommunication Identifiers—Navy

CE 003 679

The rate training manual provides information related to the tasks assigned to the Interior Communications (IC) Electricians Third and Second Class who operate and maintain the interior communications systems and associated equipment. Chapter one discusses career challenges for the IC Electrician in terms of responsibilities, advancement qualifications; naval training publications; and basic rules for studying. Chapters two through nineteen, illustrated throughout with photographs and diagrams, cover safety; switches, protective devices, and cables; power distribution systems; test equipment; sound-powered telephones; alarm and warning systems; announcing and intercommunicating systems; dial telephone systems; sound recording and reproducing systems; gyrocompasses; ships control order and indicating systems; ships metering and indicating system; plotting systems; maintenance; new installations and equipment; and closely regulated power supplies. A section on security, a glossary of computer terms, and a key to electronics symbols are appended. (Author/BP)

ED 106 515

Exploring Business Careers: Grade 9. Bulletin No. 265.

Montgomery County Public Schools, Rockville, Md.

Pub Date 74

Note—198p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—Audiovisual Aids, *Business Education, Business Skills, *Career Awareness, Community Resources, *Curriculum Guides, Educational Objectives, Grade 9, *Instructional Materials, Resource Materials, Secondary Education Identifiers—*Career Exploration

The one-credit course, Exploring Business Careers, is offered to ninth grade students as a means of providing opportunities to explore a wide range of career opportunities in business and to become aware of the skills, abilities, and attitudes needed by business workers. Briefly outlined are the instructional objectives and general course information (time allocation, format and procedures, evaluation of and reporting student progress). The seven units of instruction are on: bookkeeping and accounting, business management, data processing, general clerical, merchandising, stenography, and typewriting. Performance objectives and assessment measures, course content resources, audiovisual materials, and community resources are suggested for each unit. Two-thirds of the document consists of appended materials as follows: (1) student progress reporting forms; (2) guidelines for using resource persons and planning field trips; (3) suggested local field trips; (4) a selection of career opportunities in the seven business areas covered in the course; (5) supplementary problems for use in the bookkeeping and accounting unit; (6) supplementary materials for use in the business management, data processing, general clerical, merchandising, stenography, and typewriting units; and (7) suggested course schedules. (Author/BP)

ED 106 516 95 CE 003 684

Brickell, Henry M. And Others

Taxonomy and Profiles of Career Education.

Volumes 1-4.

Policy Studies in Education, New York, N.Y.

Spons Agency—Office of Career Education (D-HEW/OE), Washington, D.C.

Pub Date Sep 74

Contract—OEC-0-1821

Note—756p.

EDRS Price MF-\$ 1.23 HC-\$38.72 PLUS

POSTAGE

Descriptors—*Career Education, Classification, Data Analysis, Data Collection, Educational Development, Educational Programs, Elementary Secondary Education, Interviews, *National Surveys, Program Content, *Program Descriptions, Projects, Questionnaires, *State Programs, Statistical Analysis, Tables (Data), *Taxonomy, Typology, Vocational Education The taxonomy is designed to characterize, summarize, and generalize about the career education movement. It describes career education projects by the following paradigm: topics, dimensions, measures, and descriptors. (The four topics are: school district, career education project, career education instructional program, and evaluation

of career education project.) Volume 1 provides an 11-page working outline of the taxonomy developed by an analysis of 72 representative elementary and secondary career education projects throughout the United States. It also contains 68 easily-readable charts which analyze to the nearest 10 percent the data of the 72 projects in a form corresponding to the taxonomic outline. Volume 1 also contains an excerpt from the U. S. Office of Education publication, *Career Education: Programs and Progress*, and 60 pages of sample career education project director's interview forms. Volumes 2, 3, and 4 contain unevenly detailed, alphabetically listed, profiles of over 200 career education projects in the 50 States, which follow this form: district and project information, approach to career education, project staff, school staff, training, community resources, curriculum materials, and ideas that worked. Volume 2 contains profiles for Alabama-Iowa; Volume 3 for Kansas-New Mexico; Volume 4 for New York-Wyoming. (JR)

ED 106 517 CE 003 685

Levine, Herbert A.

Strategies for the Application of Foreign Legislation on Paid Educational Leave to the United States Scene.

National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Pub Date [75]

Contract—NIE-C-74-0107

Note—131p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Adult Education, Adult Education Programs, Adult Vocational Education, Cooperative Planning, Educational Legislation, *Educational Needs, *Educational Opportunities, Federal Legislation, Financial Support, Foreign Countries, Industrial Training, International Organizations, Labor Education, *Leave of Absence, *Legislation, School Industry Relationship, State Legislation, Supplementary Education

Identifiers—*Educational Leave

The paper discusses both European and American approaches to providing and funding recurrent educational opportunities for workers and their families. A section covers actions and studies of international organizations regarding paid educational leave and European attempts to increase educational opportunities through national and state legislation, private practice, and collective bargaining. A major portion outlines in detail educational plans of American companies and international unions; other sections discuss policy recommendations and strategies for implementation in the United States. Three basic recommendations are made: for a coalition among the educational world and the worlds of industry and labor (requiring a vehicle for communication among labor, management, government, and education); for agreement between labor and management prior to adoption of national or regional legislation; and for effective representation of the formal education system in such a coalition. Conclusions point out the paradoxical need for more expenditure on recurrent education in a time of economic crisis, and call for National Institute of Education aid in coordination, planning, and research in the United States. (MDW)

ED 106 518 95 CE 003 687

Magisos, Joel H. Schroeder, Paul E.

Curriculum, Demonstration and Installation Studies: Information Sources. Bibliography Series No. 25.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—22p.; For related volumes see CE 003 688-691

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Abstracts, Adoption (Ideas), Annotated Bibliographies, *Bibliographies, Change Agents, Change Strategies, Curriculum Research, Demonstration Projects, Diffusion, Educational Change, *Educational Innovation, Educational Programs, Elementary Secondary Education, Information Sources, Reports, Research Projects, Technical Education, *Vocational Education, Vocational Education Teachers

The annotated bibliography provides abstracts of 18 research reports, bibliographies, and guides and of one journal article, all published since 1966, dealing with curricula and studies of research, development, diffusion, and evaluation of vocational education projects. The cited listings were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CJIE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, eight projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given. (JR)

ED 106 519 95 CE 003 688

Magisos, Joel H. Schroeder, Paul E.

State Administration of Vocational Education: Information Sources. Bibliography Series No. 21.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—36p.; For related volumes see CE 003 687-691

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Abstracts, Annotated Bibliographies, Bibliographies, Computer Oriented Programs, Educational Administration, Educational Programs, Educational Research, Elementary Secondary Education, *Information Sources, Management Systems, Pilot Projects, *Program Administration, Program Evaluation, Program Planning, Reports, Research Projects, *State Programs, Statewide Planning, *Vocational Education

The annotated bibliography provides abstracts of 43 research reports, guides, handbooks, descriptions of pilot programs, conference and seminar proceedings, and monographs, and of 12 journal articles, all published since 1967, dealing with the various aspects of vocational education administration at the State level. The cited listings were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CJIE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, seven projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given. (JR)

ED 106 520 95 CE 003 689

Magisos, Joel H. Schroeder, Paul E.

Local Administration of Vocational Education: Information Sources. Bibliography Series No. 22.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—29p.; For related volumes see CE 003 687-691

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Abstracts, Annotated Bibliographies, Computer Oriented Programs, *Educational Administration, Educational Programs, *Educational Research, Elementary Secondary Education, Information Sources, Management Systems, Program Administration, Program Evaluation, Program Planning, Reports, Research Projects, *School Districts, School Systems, Statewide Planning, *Vocational Education

The annotated bibliography provides abstracts of 36 research reports, bibliographies, seminar proceedings, collections of abstracts, and of six journal articles, all published since 1965, dealing with the various aspects of vocational education administration at the local level. The citations listed were selected from the printout of a computer-assisted search of Research in Education

(RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CJIE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, three projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given. (JR)

ED 106 521 95 CE 003 690

Magisos, Joel H. Schroeder, Paul E.

Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources. Bibliography Series No. 24.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—30p.; For related volumes see CE 003 687-691

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Abstracts, Administrative Personnel, Annotated Bibliographies, Bibliographies, Disadvantaged Groups, Educationally Disadvantaged, Educational Research, Elementary Secondary Education, Handicapped Children, *Handicapped Students, *Information Sources, Minority Groups, Reports, Research Projects, School Personnel, Staff Improvement, *Vocational Education, *Vocational Education Teachers

The annotated bibliography provides abstracts of 31 research reports, bibliographies, program reviews, taxonomies, and seminar proceedings, and of 16 journal articles, all published since 1963, dealing with educational personnel serving the vocational education needs of the educationally disadvantaged, the handicapped, and minorities. The cited listings were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CJIE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, three projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given. (JR)

ED 106 522 95 CE 003 691

Magisos, Joel H. Schroeder, Paul E.

Guidance, Counseling, Placement, and Follow Through Systems: Information Sources.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 74

Note—28p.; For related volumes see CE 003 687-690

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Abstracts, Annotated Bibliographies, Counseling Programs, Counseling Services, Educational Counseling, Educational Guidance, *Educational Research, Elementary Secondary Education, *Information Sources, Job Placement, Reports, Research Projects, *Systems Approach, *Vocational Counseling, Vocational Education, Vocational Followup

The annotated bibliography provides abstracts of 30 research and conference reports and program proposals, and of eight journal articles, all published since 1966, of guidance, counseling, placement, and followup in vocational education. The citations listed were selected from the printout of a computer-assisted search of Research in Education (RIE), Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), and Current Index to Journals in Education (CJIE), and are available in microfiche or paper copy from the ERIC Document Reproduction Service (EDRS). In addition, 12 projects for FY 1974, selected from Applied Research Projects Supported in FY 1974 under Part C of the Vocational Education Amendments of 1968, are cited, and the project number, duration, title, investigator, and institution are given. (JR)

ED 106 523 95 CE 003 692

Weatherman, Richard Dobbert, Daniel
Special Education Administration Training Project Program Description.
 Minnesota Univ., Minneapolis. Dept. of Educational Administration.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date 74
 Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Administrator Education, Educational Administration, Educational Needs, Individualized Programs, *Performance Based Education, Professional Continuing Education, Professional Training, *Program Descriptions, *Special Education, Special Programs, State Programs, Systems Approach, *Teaching Models

Identifiers—*Minnesota, SEATP, Special Education Administration Training Program

The University of Minnesota's Special Education Administration Training Program (SEATP) is a competency-based education program, developed from a systems orientation model, and used for continuing education of professional administrators. The report presents an overview of the SEATP program under the following topical areas: (1) background information, including a brief discussion of the position of special education directors, their educational needs (primarily those needs documented in Minnesota), and the concept of competency-based training; (2) a description of SEATP in operation, including salient features of the program and the sequence of activities which the participating director of special education would complete; (3) presentation of a general model for development of this or similar preservice or continuing education programs, a discussion of the purpose and applications of each component, and examples of procedures, measurement, tools, etc., from SEATP to resolve those issues; (4) discussion of competency-based education issues as they concern the Special Education Administration Training Program. (MW)

ED 106 524 CE 003 693

Menker, Barbara W.

Health Maintenance Education and Services for Senior Adults: Program Resume: Project S.M.I.L.E. [Services to Maintain Independent Living for the Elderly].

Spons Agency—Palo Alto Senior Adult Services Program, Calif.; Palo Alto Unified School District, Calif.; Santa Clara County Health Dept., San Jose, Calif.

Pub Date Jan 74

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Geriatrics, *Health Education, Health Programs, Interagency Cooperation, *Older Adults, Participant Characteristics, *Participant Satisfaction, *Program Descriptions, *Program Evaluation, Self Help Programs, Senior Citizens

Identifiers—*Project SMILE

The program to provide basic health information and skills for older persons was sponsored by the city of Palo Alto with the cooperation of 14 health agencies. Weekly morning classes featured 12 topics ranging from exercise to coping with cancer and were presented by health professionals in a nontechnical manner as possible. The classes were attended by an average of 32 persons, most of them aged 66-75. This report describes and covers the target population, personnel and financial arrangements, publicity, registration, course outlines, the participants, elements of the program, sponsorship and agency participation, attendance, expenditures, continuation of parts of the program, and recommendations. A major section is devoted to the results of program evaluation completed by 29 attendees, who rated the sessions favorably. Throughout the report, many details are included to give a picture of organization, attendance, and overall reactions. (MDW)

ED 106 525 CE 003 694

EBCE: A Design for Career Education: Curriculum Report from the Curriculum Service Center.

National Association of Secondary School Principals, Washington, D.C.

Pub Date Feb 75

Note—13p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (1 copy-\$0.50, 2-10 copies-\$3.30, 10-more on request; Payment must accompany orders of \$10.00 or less)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Career Education, Community Cooperation, Community Involvement, Cooperative Programs, *Demonstration Projects, Educational Programs, High School Curriculum, Individualized Curriculum, Individualized Programs, Occupational Guidance, *Program Descriptions, Reports, School Community Programs, *School Community Relationship, Vocational Counseling, Vocational Development, *Work Experience Programs

Identifiers—EBCE, Experience Based Career Education

The curriculum report describes the Experience-Based Career Education project (EBCE) that is attempting to foster productive relationships between school and community and to meet the personal and occupational needs of high school students. The four project centers are: Far West School (Oakland, California), the Academy for Career Education (Philadelphia, Pennsylvania), Appalachia Educational Laboratory (Charleston, West Virginia), and Community Experiences for Career Education (Tigard, Oregon). The programs at the project centers are characterized by: individualized, alternate plans of full-time high school training; reliance on community involvement; work experience for the students; the provision of career information; and the development of entry-level skills. Each program is operated and monitored by Regional Educational Laboratory. Demographic statistics on each site are presented. Although broad guidelines have been developed, each program is free to develop diverse approaches, activities, and local resources. Descriptions of each program cover: the learning resources; curriculum organization (projects); and the specific goals of each. Evaluation focuses on such questions as: the efficacy of orientation sessions; the role of employers; objectives; and student achievement and competencies. (JB)

ED 106 526 CE 003 695

Wilson, Thurlow R. And Others

Disabled Veterans of the Vietnam Era: Employment Problems and Programs. Technical Report No. 75-1.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—HumRRO-TR-75-1

Pub Date Jan 75

Note—332p.

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—Data Analysis, Employment Patterns, Employment Problems, *Employment Programs, Federal Aid, Federal Legislation, Interviews, *Labor Force Nonparticipants, *Physically Handicapped, Program Evaluation, Rehabilitation Counseling, *Unemployment, *Veterans

Identifiers—*Job Search, Vietnam Veterans

The report describes the results of a study of the employment of Vietnam-era veterans with service-connected disabilities, their major problems in seeking and holding a job, and possible solutions. Data were obtained from: mail surveys of both disabled veterans and employers regarding employment; personal interviews with veterans and employers; telephone interviews with long-term unemployed disabled veterans; personal interviews with State Employment Service and Veterans Administration personnel; a study of services by various veterans' organizations; and evaluations of programs for training or hiring disabled veterans. The data, displayed in table form showing characteristics of disabled veterans related to employment, indicate a relationship between employment problems, severity of disability and low educational attainment. The young, non-white, undereducated veteran had the most problems. From the examination of programs of job assistance for disabled veterans, inadequacies were found in the following areas: counseling, resource availability, training, contacts with employers, selective placement, and

elimination of job discrimination. Recommendations offer an alternative approach to job placement: thorough assessment and testing of applicant and job, and coordination with employers. The appendices contain supplementary tables, legislation, the data collecting instruments and their use, and letters from veterans. (JB)

ED 106 527 CE 003 696

Schachter, Daniel S.

Agenda for Continuing Education: A Challenge to Health Care Institutions.

Hospital Research and Educational Trust, Chicago, Ill.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date 74

Note—112p.

Available from—Hospital Research and Educational Trust, 840 North Lake Shore Drive, Chicago, Illinois 60611 (\$6.00)

Document Not Available from EDRS.

Descriptors—Administrator Role, Adult Education, *Adult Educators, Cooperative Planning, Educational Administration, *Health Occupations Education, *Hospital Personnel, Hospitals, Interinstitutional Cooperation, Manpower Development, *Professional Continuing Education, Professional Training, Program Descriptions, *Program Development, Program Planning, Questionnaires, Staff Improvement

The book describes the Hospital Continuing Education Project, a nine-year endeavor concluded in 1972 which set up a communications network among universities, hospital associations, hospitals, and individual educators and trainees. The project's goal was the expansion of continuing education opportunities for personnel in health care institutions. Information derived from questionnaires is used to delineate the hospital trainer's background, duties, and potential for increasing the efficiency of a hospital and developing the careers of its staff. Major themes are: the constructive role that a full-time education director can play in both large and small hospitals; the desirability of cooperative training programs among neighboring hospitals; the challenge to State hospital associations to take the lead in planning for cooperative programing; and assisting medical and educational centers to take professional leadership in such programing. The book also deals with the potentialities inherent in the new educational technology and stresses the importance of evaluation if continuing education is to meet the challenges it faces. A forward by Eli Ginzberg serves to place the book within the context of national health manpower policy. Appendices contain questionnaires for hospital based trainers and administrators. (Author/SD)

ED 106 528 CE 003 697

Bradwin, Edmund W.

The Bunkhouse Man. A Study of Work and Pay in the Camps of Canada 1903-1914.

Pub Date 72

Note—249p.

Available from—University of Toronto Press, 33 East Tupper Street, Buffalo, New York 14203 (\$3.50)

Document Not Available from EDRS.

Descriptors—Adult Education, Educational Needs, Ethnic Groups, Foreign Countries, Health Conditions, Immigrants, *Labor Camps, *Labor Conditions, Laborers, Labor Problems, *Living Standards, *Migrant Workers, Rail Transportation, Unskilled Labor, *Unskilled Workers

Identifiers—Canada, *Frontier College

The book describes working and living conditions among migrant laborers in the northern Canadian work camps, 1903-1914. The early chapters sketch the development of Canada's transportation systems from the mid-19th century as the setting for the development of labor camps, and describe the contract system in railway construction. The heart of the book details the dangerous and difficult work conditions, the low pay, the uncomfortable and unsanitary living conditions, and the poor medical facilities which characterized camp life. One chapter analyzes the ethnic composition of the migrants, and describes the special circumstances arising from the presence of large numbers of foreign-born workers in the camps. Other chapters analyze the abuses of the contract system from the migrants' perspective, prospective alternative sources of employment for the camp workers, and public

and governmental unconcern for the migrant workers' plight. Throughout the book runs a deep concern for the educational needs of the workers which reflects the author's many years of experience among the campmen as a worker-instructor affiliated with Frontier College. (JR)

ED 106 529 CE 003 698

Career Education: An Idea Book.
Portland Public Schools, Oreg.
Spons Agency—Oregon State Board of Education, Salem.

Pub Date 71

Note—284p.; For related volume see CE 003 699
EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—Audiovisual Aids, Bibliographies, Career Awareness, *Career Education, *Class Activities, Classroom Games, Classroom Techniques, Curriculum Enrichment, Economics, *Elementary Education, Learning Activities, Occupational Information, *Resource Guides, Resource Materials, Self Concept, Self Evaluation, *Teacher Developed Materials, Teaching Methods, Values

Identifiers—Oregon, Portland

The career education idea book is aimed at the K-6 level and is designed to give useful ideas to teachers making career education a part of their program. The main thrust is developing an awareness of one's self and of the world of work. The book is color-coded for convenience; approximately half is comprised of activities in 11 areas: self-image; family needs; economics; job characteristics; lots 'n' lots of jobs; constructions; things to make; class organization; riddles, dramas, and games; field trips; and units. A 26-page audiovisual resource list provides titles available to the Portland public schools, but does not give original sources. Twenty pages illustrate bulletin boards featuring career education concepts, followed by 20 pages of bibliography, listing: (1) sources of information on occupations from accounting to wholesaling (among these is a two-page listing of titles and sources for teacher guidance materials); (2) children's books, grouped by academic subject matter; and (3) titles and sources of professional materials for the teacher. The volume concludes with an index listing each activity, its grade level, and the academic subject areas with which it correlates. (AJ)

ED 106 530 CE 003 699

PIPS: People in Products and Services: Guidebook to Be Used with Idea Book.

Portland Public Schools, Oreg.

Spons Agency—Oregon State Board of Education, Salem.

Pub Date 73

Note—100p.; For related volume see CE 003 698
EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, Community Resources, Educational Objectives, *Elementary Education, Guides, Instructional Materials, Learning Activities, Program Development, Relevance (Education), Vocational Development

Identifiers—Career Exploration, Oregon, People in Products and Services, PIPS, Portland

The PIPS (People in Products and Services) guidebook is to be used by teachers in conjunction with Career Education: An Idea Book, and is intended primarily to provide suggestions for classroom teachers for developing K-6 career awareness programs. The theme of career development must emphasize people, not just products, to make the program relevant to the student. The first part of the document consists of grade level guides for K-6 and lists the goals, concepts, and objectives to be taught, coordinated with suggested activities from the Idea Book. The remaining half of the document contains supplementary materials including sample units on health careers, occupational cluster diagrams, suggested student evaluation activities, and 27 pages of current listings of local resources and field trips. (BP)

ED 106 531 CE 003 700

AAPS: Local Attendance Area Planning for Career Education.

Portland Public Schools, Oreg.

Pub Date 74

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, Curriculum Planning, Educational Objectives, *Elementary Secondary Education, Human Resources, Physical Facilities, *Program Evaluation, Program Guides, Program Problems, *Program Planning

Written by a planning team representing 10 schools in the Portland, Oregon area, the program assessment and planning guide is intended to be an instrument for planning and measuring the achievement of career education programs for grades K-12. Its format is designed to separate problems into a priority ranking and list them by the year to help establish long-range plans. Major sections are devoted to curriculum (philosophy, goals/objectives, revision, evaluation, guidance and counseling, individualization, interdisciplinary, articulation, work experience, and youth organization), human resources, (staff development, guidance skills, personnel, and community), physical resources (school and community), and long-range plans, each with pages representing a subarea of activity or concern. Each page is divided into column format for use in determining level of achievement in relation to stated goals, i.e., Here: What is... and There: What ought to be. A program assessment profile and forms for planning and for budget projections are included. (MDW)

ED 106 532 CE 003 701

Interim Report and Synopsis of the Findings to Date of the Regents Task Force on Medical School Enrollment and Physician Manpower to the Regents of the University of the State of New York.

State Univ. of New York, Albany. Office of the Regents.

Pub Date Oct 74

Note—95p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Employment Projections, Enrollment, Health Personnel, Labor Supply, *Manpower Development, *Manpower Needs, *Manpower Utilization, *Medical Education, Medical Schools, Medical Services, Medical Students, *Physicians, Physicians Assistants, Reports

Identifiers—New York

The study, which analyzes present and projected physician manpower in New York State, finds New York's physician to population ratio to be the highest of all U.S. States (193 per 100,000 population), but total physician supply to be neither sufficiently large nor equitably distributed to meet patient demand. Foreign and U. S. born graduates of foreign medical schools (FMGs) are critically examined, and it is suggested that ways be found to decrease the number of FMGs practicing in the State. The study surveys medical education in the State, reports favorably on the location and distribution of existing schools and their close alliance with teaching hospitals, and suggests expanding both undergraduate and graduate medical education. The supply and demand for physicians in the State through the year 2000 is projected in graphical form with respect to various assumptions and hypothetical growth rates, with the conclusions that the major need is for primary care physicians, that 260 physicians per 100,000 population is achievable by 1990, and that with expanded medical education and with major increments in the number and capability of physician extenders, reliance on FMGs could be reduced substantially without reducing physician services. Three pages of conclusions and 31 recommendations are included. (JR)

ED 106 533 CE 003 702

Sawer, Barbara

The Role of the Wife in Farm Decisions. Rural Sociology Monograph Number 5.

British Columbia Univ., Vancouver. Adult Education Research Centre.

Pub Date 74

Note—104p.; For related documents, see ED 011 098, ED 012 882, and ED 039-432-433

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Adoption (Ideas), Adult Farmer Education, *Behavioral Science Research, *Decision Making, Educational Experience, Family Influence, Family Role, *Farmers, Farm Management, *Females, Information Seeking, Innovation, Predictor Variables, Role Perception, Rural Development, Rural Extension, *Rural Family, Socioeconomic Influences, Womens Education, Working Women

The study investigated the farm wife's role in decision-making related directly to general farm matters and to the adoption of agricultural innovations. Data were collected in personal interviews of 67 farm wives; statistical analysis yielded five major findings, including: (1) wives seeking information about farm matters were also likely to participate in decisions about those matters; (2) wives who participated in farm tasks tended to participate in decision-making; and (3) the husband's acceptance of agricultural innovations was not associated with his wife's involvement in decisions. Income, farm size, and number of children were negatively associated with the wife's involvement in decision-making. Three independent factors, labeled "wife's business-partner role," "age," and "socioeconomic status," were reflected in the interrelationships among all variables. The clustering of variables concerning the wife's farm activities suggests a package of behaviors associated with her role as farm business partner. The strong relationship between the wife's involvement in farm decisions and her information-seeking activity suggests that such wives might be potential candidates for the Agricultural Extension Service. The study has used the same population involved in four earlier research studies, allowing different aspects of innovation-adoption behavior within the group to be observed. (Author/AJ)

ED 106 534 CE 003 703

Verhoven, Peter J. Vinton, Dennis A.

Career Education: The Leisure Occupations Cluster. Information Series No. 86.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Career Choice, Career Education, *Career Opportunities, Elementary Secondary Education, Employment Opportunities, *Employment Qualifications, *Leisure Time, Occupational Clusters, *Occupational Information, *Recreation, Recreational Activities, Tourism

The guide is intended to supplement career education curricula with information about leisure occupations (recreation, hospitality, and tourism). It traces the growth and significance of leisure occupations with regard to the scientific, economic, and social advances which have motivated more Americans than ever before to seek leisure opportunities actively. It analyzes the primary functions of the four major occupational groups in the field: recreational services, recreational resources, tourism, and amusement and entertainment. It discusses the educational and training requirements, the advancement opportunities, and employment benefits in the field, and examines desirable personal requirements for individuals contemplating employment in the leisure field. Three appendices comprise approximately 50 pages of the document: one gives sample job descriptions for 15 leisure occupations; another gives general training requirements for approximately 25 leisure occupations in each of the four groups listed above; the last lists approximately 60 agencies serving the leisure industry. A five-page bibliography is included. (JR)

ED 106 535 CE 003 704

Buzan, Jean Mary

Teaching English as an Additional Language to Older People: A Case Study.

British Columbia Univ., Vancouver. Adult Education Research Centre.

Pub Date 72

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Education Programs, *English (Second Language), Foreign Countries, Immigrants, Language Ability, Language Development, Language Handicaps, *Language Instruction, Language Programs, Language Skills, *Older Adults, Participant Satisfaction, Pilot Projects, *Program Descriptions, Program Design, Program Evaluation, Program Planning, Second Language Learning, Teaching Methods, Verbal Ability

Identifiers—British Columbia, *Canada, Vancouver

The study describes an experimental program in Vancouver to teach English as an additional

language to older immigrants who were excluded from existing programs for one reason or another. Classes were held during the morning hours on two consecutive days for seven weeks (with a five-week extension course) in a community center; 45 adults were enrolled. Their ages ranged from 30 to 80 with the average being 38. They spoke 10 native languages; nearly half were German speakers. The aural-oral method, as used in the regular English language training classes, was the main basis of instruction with some adherence to the older cognitive code-learning theory. While the stress was on situational teaching, team teaching was employed, as were numerous and various teaching aids to supplement the situational contexts. A sample of a typical day's lesson is offered. In light of positive student progress in terms of command of the language (especially in situational contexts) and of social confidence, the program was considered a success. Because of its success, plans were developed and implemented to expand it to include five other community centers, where the results were similarly positive. (JR)

ED 106 536 CE 003 705

Allen, Thomas R., Jr. And Others

West Virginia Guidebook: Job Placement Services: What's Your Need?

West Virginia State Dept. of Education, Charleston. Div. of Vocational and Technical Education.

Pub Date 74

Note—98p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Administrator Guides, Employment Services, Instructor Coordinators, *Job Placement, Occupational Guidance, Organizational Development, *Program Development, Resource Materials, School Community Cooperation, School Responsibility, School Role, Secondary Education, State Programs, Student Needs, *Student Placement, Testing, *Vocational Education

Opening with a discussion of the rationale of a school-based job placement program, the school's responsibilities, and student needs, the paper focuses on the organization of a placement service, the major functions of the job placement coordinator, and testing services. Organizational considerations include: labor laws, scope of service, the initial step, who to involve, flexibility, specific agreements, and a monitoring system. Major functions of the job placement coordinator are outlined as follows: (1) conducting a community survey of occupational opportunities, (2) provisions for job placement advisory committee, (3) developing or obtaining job descriptions, (4) publicizing the job placement program, (5) conducting student interviews, (6) placement orientation, (7) placement, (8) followup of student referrals to employers, (9) evaluation and research, and (10) reporting and record keeping. The section on testing deals with procedures, limitations, and types of tests useful in the job placement context. Appended materials include: sample forms, questionnaires, and job counseling materials; West Virginia's child labor laws; checklists; and other related resource materials. (MW)

ED 106 537 CE 003 706

Perkins, Lawrence H.

An Evaluation of the Status of the Occupational Specialist in Florida: Final Report.

University of West Florida, Pensacola.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date Aug 74

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Career Education, Counseling Effectiveness, Counselor Acceptance, *Counselor Evaluation, *Counselor Performance, Counselor Qualifications, Data Analysis, *Guidance Personnel, *Occupational Guidance, Program Evaluation, Questionnaires, *State Surveys, Tables (Data), Vocational Counseling

Identifiers—*Florida, Occupational Specialists

The report evaluated performance, qualifications, training, and acceptance of occupational specialists (O.S.) in Florida public school districts. Data were provided by 64 school district superintendents, 78 principals of schools employ-

ing an O.S., 281 occupational specialists (employed in more than 95 percent of school districts), 548 students, and 117 teachers. Findings indicated that more than 50 percent of O.S. were performing in their jobs as specified by State Board of Education requirements, although some reported additional duties. More than 62 percent of school districts had O.S. training programs, and respondents felt that the O.S. had adequate training, made a worthy contribution to the student body, had a relatively positive acceptance by school staffs, and had qualifications generally exceeding minimum regulations. Recommendations aimed at strengthening the role of the O.S. are listed, and a major portion of the report is devoted to tables and graphs presenting the survey questions, the responses, and providing both raw data and percentages. (MDW)

ED 106 538 CE 003 707

Florida State Advisory Council on Vocational and Technical Education: Annual Evaluation Report: Fiscal Year 1974.

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Pub Date 74

Note—112p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Annual Reports, Career Education, Educational Accountability, Educational Legislation, Employment Opportunities, Manpower Development, Material Development, *Program Effectiveness, *Program Evaluation, State Departments of Education, State Legislation, State School District Relationship, State Standards, *State Surveys, Statistical Data, Student Needs, Technical Education, *Vocational Education

The Florida State Advisory Council on Vocational and Technical Education, in preparing its annual evaluation report, found that the State's total program of vocational and technical education has continued to grow at a rapid rate in number of programs and number of persons served. The three goal areas of the evaluation were: (1) focus on the State's goals and priorities as set forth in the State plan; (2) focus on the effectiveness with which people and their needs are served; and (3) focus on the extent to which council recommendations have received due consideration. Information collected to prepare a response to items of inquiry under the three goal areas is presented in the report; the 14 new recommendations of the council are based on that information and appear in the introduction to the document, with references to the location of relevant discussions. Five additional recommendations, from the previous annual evaluation report, are resubmitted for continued emphasis. Appended are: (1) selected statistical tables; (2) an essay distinguish career education from vocational education; (3) an account of career education materials development; (4) a summary of concerns expressed at public meetings; and (5) a description of Florida legislative action in FY 1973-74 which affects vocational education. (AJ)

ED 106 539 CE 003 708

Rhodes, John A., Jr.

Future Utilization of the Continuing Education Unit in Conferences, Institutes, Short Courses, Workshops, Seminars, and Special Training Programs Within the Southern Association of Colleges and Schools.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Colleges.

Pub Date 74

Note—52p.

Available from—Commission on Colleges, Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., Atlanta, Georgia 30308 (\$1.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Adult Education, *Adult Education Programs, *Certification, Futures (of Society), Noncredit Courses, *Prediction, Predictive Measurement, *Professional Continuing Education, Research Methodology, Special Degree Programs, Statistical Analysis, Tables (Data), *Trend Analysis

Identifiers—CEU, Continuing Education Unit, Delphi Technique, Southern Association of Colleges and Schools

The study forecasts the utilization of the Continuing Education Unit (CEU) in conferences, institutes, short courses, workshops, seminars, and special training programs within the Southern Association of Colleges and Schools. (A CEU is defined as 10 contact hours of participation in an organized continuing education experience.) The methodology section discusses questionnaire design, panel selection, questionnaire processing, and data tabulation. Data is presented in four subject areas: administration, faculty, finance, and nonacademic utilization. Data from all three rounds of the Delphi process are presented. The percentage of panel members stating that a prediction should or should not occur, as well as the panel's assigned probability indicated by the median, lower quartile, and upper quartile of each prediction is presented. Each prediction is followed by a table indicating the information collected in each round, a general discussion concerning data presented in the table, and implications of comments made by panel members. Based on data collected by 1980 the CEU will be: (1) awarded by most accredited colleges and universities, (2) used to measure faculty workload, (3) be supported financially by businesses and professional societies, and (4) become the basis for updating and relicensing for major professional organizations. (MW)

ED 106 540 CE 003 709

Survey on Continuing Education Needs for Health Professionals: Report.

System Development Corp., Santa Monica, Calif. Spons Agency—Health Services and Mental Health Administration (DHEW), Bethesda, Md. Regional Medical Programs Service; Mountain States Regional Medical Program.

Pub Date Jun 69

Note—387p.

EDRS Price MF-\$0.76 HC-\$19.67 PLUS

POSTAGE

Descriptors—Dentists, *Educational Needs, *Health Personnel, Nurses, Paramedical Occupations, *Participant Characteristics, Physicians, Practical Nurses, *Professional Continuing Education, Questionnaires, Radiologic Technologists, Regional Programs, Reports, *State Surveys, Statistical Analysis, Surveys, Tables (Data), Therapists

Identifiers—Idaho, Montana, Mountain States Regional Medical Program, MSRMP, Nevada, Western Interstate Commission for Higher Education, WICHE, Wyoming

The report documents the results of a 1967 survey of health professionals in the four-State Western Interstate Commission for Higher Education (WICHE) Mountain States Regional Medical Program (MSRMP). Addressed to health professionals in each of the four States—Idaho, Montana, Nevada, and Wyoming—the survey focuses primarily on the characteristics and continuing education needs of the Mountain State health professionals. The disease categories of heart disease, cancer, and stroke are emphasized. Part 1 reviews the major findings of the survey data analysis, providing summary profiles of the following groups: physician, dentist, hospital administrator, registered nurse, licensed practical nurse, medical/laboratory technologist, physical therapist, radiologic/X-ray technologist. Part 2 presents the survey design and analysis plan. Part 3, making up the major body of the report, examines each of the professional groups listed above as they relate to: selected personal and professional characteristics, need for continuing education, desired methods and procedures of continuing education, and other factors relevant to continuing education. Statistical findings are discussed and tabulated. Part 4 reports the patient referral patterns and practices of physicians and dentists. Findings and conclusions are discussed along with their implications for immediate and long-range actions. Survey instruments are appended. (MW)

ED 106 541 CE 003 710

Wilson, Russell C.

The Use of the Adjective Check List to Describe the Adult Basic Education Student.

Pub Date Feb 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Adult Basic Education, Adult Students, Evaluation, Evaluation Criteria, Evaluation Methods, *Personality Assessment, Per-

sonality Tests, Psychological Tests, *Self Concept Tests, Self Esteem, Standardized Tests, Statistical Analysis, Testing, Test Interpretation, *Test Reliability, Test Results, Test Validity

Identifiers—ACL, Adjective Check List

The study's purpose was to use the Adjective Check List (ACL), a self-administered personality assessment instrument, to determine whether there were response differences between a sample of Adult Basic Education (ABE) students and the general test norms. The ACL was administered to 142 students in ABE high school completion programs in Des Moines, Iowa and in several surrounding nonurban areas, validated and scored according to test instructions. On the basis of univariate "t" and multivariate Hotelling's T-square analyses, it was concluded that there were significant differences between the adult sample's ACL score and the predicted norm on 14 of 24 test scales. The ACL provided a consistent personality attribute portrait of the sample. A comparison of the interpretations of each of the 14 significantly divergent normed means found none to be in psychological opposition. The ABE sample scores showed the students tended to be more anxious, worried, and critical of themselves and others; less self-confident; less adequately socialized; less satisfied with their current status, yet less certain about adventure and risk taking; more prone to action than to thinking; at times self-centered and insensitive to others; and less trusting while more calculating in interpersonal relationships. (JR)

ED 106 542

CE 003 711

Vetter, Louise And Others

Career Guidance Materials: Implications for Women's Career Development. Research and Development Series No. 97.

Ohio State Univ., Columbus, Center for Vocational and Technical Education.

Pub Date Jun 74

Note—90p.

Available from—The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (\$6.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Career Choice, Career Education, Career Planning, *Content Analysis, Employment Qualifications, Equal Opportunities (Jobs), Evaluation, Evaluation Methods, *Females, *Instructional Materials, Males, *Occupational Guidance, Occupational Information, Secondary Education, Sex Discrimination, Sex Role, *Sex Stereotypes, Vocational Development

Sex-role stereotyping was found in almost all post-1970 high school level career guidance materials studied in a content analysis of more than 9,500 pages and 1,850 illustrations. Random samples of the materials, taken from commercial and noncommercial lists, indicated that: about 75 percent of illustrations of people of one sex were men; 75 percent of proper names used were male; 33 percent of men and 4 percent of women were pictured outdoors; 36 percent of the materials differentiated between male and female career patterns and 14 percent on pay scale; and 30 percent mentioned "working mothers." The report offers representative stereotyped and nonstereotyped quotations from the materials. Data is analyzed, tabulated, and discussed in relationship to: methods and procedures, an analysis and comparison of the samples, and the testing of the instruments for reliability and validity. A revised and shortened form of the testing instrument is examined. Recommendations include: (1) honest discussions of occupational skills and life styles, (2) the use of the third person plural form of pronoun wherever possible instead of the usually unjustified use of "he" or "she," and (3) awareness of sex-role stereotyping throughout the materials rather than in special statements on the subject. The assessment instrument is appended. (MDW)

ED 106 543

CE 003 713

Vatter, Ethel L.

Structural Change in the Occupational Composition of the Female Labor Force.

Spons Agency—State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.

Pub Date [74]

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Comparative Analysis, Data Analysis, Data Collection, Employment, Employment Patterns, Employment Statistics, *Employment Trends, Equal Opportunities (Jobs), Females, Labor Force, *National Surveys, *Occupational Mobility, Occupational Surveys, Socioeconomic Status, Statistical Analysis, *Working Women

Identifiers—*New York

The study examines the increasing levels of female labor in the economy over the period between 1940 and 1970. Married women with husbands present show the most pronounced increase in participation rates with increases in every age group. Chart 1 and Table 1 present data on the percentage of women in the U. S. labor force over this period by both age and marital status. Table 2 provides statistics on the contribution that working wives make to family incomes. In dealing with the question of female status and mobility for the United States (1940-1970) and New York State (1960-70), occupational areas were defined and examined: professionals, managers, clerical workers, craftsmen, operatives, service workers, and laborers. Tables 3 and 4 and Appendix A illustrate the results. New York showed a stable rate in female employment in clerical occupations, a decrease in manufacturing and laborer occupations, with an increase in medicine and other professions, contrasting with some of the national norms and reflecting a combination of factors. Twelve measures of female/male occupational mobility; indexes of the seven occupational groupings for both New York and the U. S. in graphic form, and a summary of the methodology are appended. (JB)

ED 106 544

CE 003 714

Aksamit, Mary Ann And Others

Elementary Career Education Activities: K-3.

Powell Public Schools, Wyo.

Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date 74

Note—106p.; For related volumes see CE 003 715-718

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Career Awareness, Career Choice, *Career Education, *Curriculum Guides, Elementary Education, Elementary School Curriculum, Grade 1, Grade 2, Grade 3, Instructional Materials, Integrated Curriculum, *Learning Activities, *Occupational Information, *Primary Education, Resource Materials, Vocational Development

The curriculum guide is designed to integrate elementary school curriculum with career education concepts in the primary grades. The major objectives are to acquaint the students with careers in order to develop a positive awareness of and attitude toward work, to appreciate the contributions that they can make, and to develop basic skills for entry into the work world. (By sixth grade, students are expected to make a tentative career choice through exposure at every grade level to nine different occupations.) For the first grade, the students examine the optometrist, zoo-keeper, carpenter, nurse, doctor, farmer, dentist, policeman, and general career areas. The students study, on the second grade level, skilled and unskilled workers, dairy occupations, fire fighters, librarians, veterinarians, bank clerks and tellers, post office occupations, telephone operators, nurses, and dietitians. For third graders, the nine occupations are those of: wool growers, transportation occupations, newspaper reporters, retail trades, teachers, barbers and cosmetologists, foresters, building trades, and food production. Each occupational area contains a list of suggested activities, resources, suggested resource people and field trips, and audiovisual materials. No kindergarten materials are included in the document. (JB)

ED 106 545

CE 003 715

Becker, Gary And Others

Elementary Career Education Activities: Grades 4, 5, 6.

Powell Public Schools, Wyo.

Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date 74

Note—109p.; For related volumes see CE 003 714 and CE 003 716-8

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Career Awareness, Career Choice, Career Education, *Curriculum Guides, *Elementary Education, Elementary School Curriculum, Grade 4, Grade 5, Grade 6, Instructional Materials, Integrated Curriculum, *Learning Activities, Occupational Guidance, *Occupational Information, Resource Materials, Vocational Development

The curriculum guide is designed to integrate elementary school curriculum with career education concepts. The major objectives are to acquaint the students with careers in order to develop a positive awareness of and attitude toward work, to appreciate the contributions that they can make, and to develop basic skills for entry into the work world. By the sixth grade, students are expected to make a tentative career choice through exposure at every grade level to nine different occupations. In the fourth grade, the students examine the following occupations: veterinarian, weatherman, dentist, game warden, meatcutter, petroleum industry worker, service station attendant, nurse, and radio announcer. Fifth graders study careers in geology, transportation, communications, and armed forces, and recreation, as well as specific occupations (salesman, chef, and mechanic). In the sixth grade, the nine occupations studied are: health services, computer science, photography, law enforcement, architecture, city government, space travel, oceanography, and conservation. Each occupational area contains a list of suggested activities, suggested resource people and fieldtrips, and audio-visual materials. (JB)

ED 106 546

CE 003 716

Sleep, Gerald And Others

Career Activities in Science: Grades 7-12.

Powell Public Schools, Wyo.

Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date 74

Note—360p.; For related volumes see CE 003 714-5 and CE 003 717-8

EDRS Price MF-\$0.76 HC-\$18.40 PLUS POSTAGE

Descriptors—Biology, Career Choice, *Career Education, Chemistry, *Curriculum Guides, Earth Science, High School Curriculum, Instructional Materials, Junior High Schools, Learning Activities, Occupational Information, Physics, *Science Activities, *Science Careers, Sciences, *Secondary Education, Secondary School Science

The curriculum guide attempts to assemble select activities that represent skills related to careers in science. These learning activities are designed to give junior and senior high school students opportunities to explore concepts and processes in many science-related careers. The broad areas covered are biology, chemistry, physics, and earth science. Each area is divided into sub-topics with individual lessons that span junior and senior high school science activities. Biology includes ecology, genetics, microbiology, zoology, botany, and human biology. Chemistry examines both the structure and behavior of matter, chemical families, nuclear energy, organic chemistry, and measurement. Physics contains lessons in motion, energy, and mechanics. Lessons in earth science are concerned with earth, ancient earth history, atmosphere-weather, water and supply, determination of places and times, and astronomy. Each unit or sub-topic lists all possible careers relevant to that area, and each lesson is organized into grade level, activity, procedure, results, discussion of results, and, in some lessons, an application section. A bibliography concludes the guide. (JB)

ED 106 547

CE 003 717

Coffey, Scott

Career Orientation: Grade 8.

Powell Public Schools, Wyo.

Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date 74

Note—56p.; For related volumes see CE 003 714-6 and CE 003 718-

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Career Choice, *Career Education, *Curriculum Guides, Employment Interviews, *Grade 8, Job Application, Junior High Schools, Learning Activities, Occupational

Aspiration, *Self Evaluation, *Social Studies, Social Studies Units, Unit Plan, Vocational Development, Vocational Interests
Identifiers—*Career Orientation

The career orientation phase attempts to link the elementary program of attitudes and awareness of work to the senior high program of individual exploration of selected careers. This six-week unit, part of the eighth grade social studies curriculum, is designed to familiarize the students with various occupations, to prepare them for high school and the future, to provide work experience and opportunities for self-evaluation. The introduction outlines the necessary preparations for the unit. The six-week activities and master agenda are briefly outlined. An interest profile and scoring instructions, and the Kuder Preference Score method are explained. For the second week, activities focus on: a personality inventory survey and scoring instructions; student inventory form; personnel data sheet; career selection; and Social Security Card application. The Third week is concerned with writing a letter of application; completing application forms and employment worksheets; interviews; employment opportunities, and filling out employment forms. The fourth, fifth, and sixth weeks focus on developing a career report; suggestions for research; research evaluation by student; educational planning; and unit evaluation by student. An example for each activity and a suggested materials catalog that may be utilized are provided. (JB)

ED 106 548 CE 003 718

Payne, Louise
Career Education Materials Catalog: Grades 7-12. Powell Public Schools, Wyo.
Spons Agency—Wyoming State Dept. of Education, Cheyenne.

Pub Date 74

Note—50p.; For related volumes see CE 003 714-7

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Audiovisual Aids, Books, *Career Education, *Catalogs, High Schools, Information Sources, Instructional Materials, Instructional Materials Centers, Instructional Media, Junior High Schools, *Library Collections, *Occupational Information, Pamphlets, *Resource Guides, Secondary Education
Identifiers—Powell (Wyoming)

The catalog is organized to provide information (classification and location) of media and resources for teachers and students in the junior and senior high schools. Directed specifically to teachers in Powell, Wyoming, the materials checklist covers the areas of: (1) professions; (2) education; (3) science; (4) medical; (5) service; (6) communications; (7) transportation; (8) skilled and manual occupations; (9) business and office; (10) sales and service; (11) agriculture; (12) getting and keeping a job; (13) career awareness; (14) cooperative education; and (15) career education programs. (JB)

ED 106 549 CE 003 719

Career Motivation Curriculum Guide: K-6. Willoughby-Eastlake School District, Willoughby, Ohio.

Pub Date [74]

Note—114p.; For other grade levels see CE 003 720 and 721

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Behavioral Objectives, Career Awareness, Career Education, *Curriculum Guides, *Elementary Education, Instructional Materials, Learning Activities, *Vocational Development

Identifiers—Ohio Career Development Model

A sample unit focusing on Thanksgiving, to be used in conjunction with a K-2 World of Work unit, introduces the curriculum guide. The remainder of the Career Motivation segment of the Ohio Career Development Model consists of outlines for several units in each of the areas of World of Work, self, economics, and the individual and his environment, presented for grade levels K-2, 3-4, and 5-6. Each of these units states a developmental and several related behavioral objectives to be taught and outlines suggested activities and ideas for evaluation. (BP)

ED 106 550 CE 003 720
Career Orientation Curriculum Guide: 7-8.

Willoughby-Eastlake School District, Willoughby, Ohio.

Pub Date Sep 74

Note—53p.; For other grade levels see CE 003 719 and 721

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Behavioral Objectives, Career Awareness, Career Education, *Curriculum Guides, Integrated Curriculum, Junior High Schools, *Occupational Clusters, *Vocational Development

Identifiers—Ohio Career Development Model

The Ohio Career Development Model at the 7th and 8th grade level, the career orientation segment, states that students are to be exposed or oriented to the 15 USOE occupational clusters. Units are outlined relating each subject area to a specific cluster or clusters. Each unit includes a developmental objective, related behavioral objectives, and suggested learning and additional activities. (BP)

ED 106 551 CE 003 721

Career Exploration Curriculum Guide: 9-10.

Willoughby-Eastlake School District, Willoughby, Ohio.

Pub Date Sep 74

Note—25p.; For other grade levels see CE 003 719 and 720

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Behavioral Objectives, Career Awareness, Career Education, *Curriculum Guides, Grade 9, Grade 10, Learning Activities, Occupational Clusters, Secondary Education, *Vocational Development

Identifiers—*Career Exploration, Ohio Career Development Model

The primary goal of the ninth and tenth grade segment of the Ohio Career Development Model is to provide experience related to career areas chosen for exploration by the student and emphasizing individualized activities. One activity is suggested for each of the 15 USOE occupational clusters. For each of these activities the developmental objective, related behavioral objectives, preactivity, activity, and postactivity are outlined. A sample application form for a career exploration activity is appended. (BP)

ED 106 552 CE 003 722

A Guide for the Development of Career Education.

West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date Jun 74

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Administrator Guides, Articulation (Program), *Career Education, *Comprehensive Programs, Developmental Guidance, Educational Development, Educational Improvement, Elementary Secondary Education, *Models, *Program Development, *State Curriculum Guides, Worksheets, Workshops

The publication, prepared as a result of two workshops sponsored by the West Virginia State Department of Education, consists of a guide to be used by local programs to give direction toward comprehensive career education. Reactions to national and State developments, suggestions, and information are provided on the following items: (1) identifying the basic components and concepts of career education, (2) developing a model which would facilitate the development of career education, (3) identifying goals and objectives of career education, and (4) identifying action steps for implementing career education. Matrix models provide some examples of the outcomes which would be contained in each of the areas of family, community, and school concerning the individual's development of skills, attitudes, and knowledge at the three developmental levels of career education (career awareness, career exploration, and the world of work). Specific instructions for using the matrix model, activities, objectives, and facilitating methods worksheets are contained in the appendix. (Author/MW)

ED 106 553 CE 003 723

Guide for Integrating Career Development into the Curriculum: Grades 7-9.

Racine Unified School District 1, Wis.

Pub Date 73

Note—147p.; For grades 3-6 see CE 003 724

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—Career Awareness, *Career Education, *Curriculum Guides, Instructional Materials, Integrated Curriculum, Junior High Schools, *Learning Activities, Resource Units, Teacher Developed Materials, Vocational Development

The guidelines for integrating career development at the junior high school level were prepared at a local career development workshop and include ideas for teachers developing programs and wishing to provide career experiences for their students. The guide briefly discusses the career development model and concepts, with suggestions for teachers. Units are presented relating to 16 personal and world of work related concepts, several objectives and accompanying learning outcomes, for grades 7, 8, and 9. The related subject area, suggested learning activities, resources, and evaluation are outlined for each concept. The document concludes with definitions of 78 career development terms, personality check lists, self-rating charts, and other resource materials. (BP)

ED 106 554 CE 003 724

Career Development Curriculum Guide for Intermediate Grades.

Racine Unified School District 1, Wis.

Pub Date 73

Note—182p.; For grades 7-9 see CE 003 723

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—Career Awareness, *Career Education, *Curriculum Guides, Educational Objectives, Elementary Education, Instructional Materials, Integrated Curriculum, Intermediate Grades, *Learning Activities, Resource Materials, Teacher Developed Materials, Vocational Development

The guidelines for integrating career development in the intermediate grades were prepared at a local career development workshop and include ideas for teachers developing programs and wishing to provide career experiences for their students. The guide briefly discusses the career development model and concepts, with suggestions for teachers. Units are presented relating to 12 personal and world of work related concepts, one or two objectives and accompanying learning outcomes, for grades 3-4 and 5-6. The related subject area, suggested learning activities, resources, and evaluation are outlined for each concept. The document concludes with an appendix of additional suggestions for activities related to each concept, sample unit plans, and study guides and worksheets. (BP)

ED 106 555 CE 003 727

World of Work: K-6 Curriculum.

Warren City Schools, Ohio.

Pub Date [73]

Note—91p.; For related documents, see CE 003 728-9

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Behavioral Objectives, Career Awareness, *Career Education, City Wide Programs, Concept Teaching, *Curriculum Guides, *Elementary Education, Elementary School Curriculum, Grade 3, Grade 4, Grade 5, Grade 6, *Learning Activities, Self Concept, *Vocational Development, Work Attitudes

Identifiers—Ohio (Warren)
The career education curriculum guide, contrary to its title, encompasses grades 3-6; other grade levels will be treated in forthcoming guides. Material in the guide is divided into two levels: grades 3-4 and grades 5-6. Five concepts underlying the guide's structure are: the self and environment; education and training; economics; employment and work adjustment skills; and decision making. Seventeen topic areas develop the basic concepts and form the structure for the guide. Title pages for each topic indicate applicable grade levels, a short definition of the topic, and generalizations about daily living and working which pertain to the topic. Developing each topic, objectives are listed and correlated with learning activities. Each objective is coded to designate its level of instructional emphasis: "I" indicates a concept being introduced; "D" designates a concept previously introduced and now being developed; and "E" indicates a concept receiving emphasis or in-depth exploration. A chart for grades K-10 shows the development

of work-related concepts at primary, intermediate, upper elementary, junior high, and senior high levels. (SD)

ED 106 556 CE 003 728

World of Work: K-10 Continuum.

Warren City Schools, Ohio.

Pub Date 73

Note—118p.; For related documents, see CE 003 727 and CE 003 729; Pages 108-23, public information items, have been deleted because they would not reproduce well

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Career Awareness, Career Choice, *Career Education, Career Planning, City Wide Programs, Community Involvement, *Elementary Secondary Education, Individual Development, Inservice Teacher Education, Integrated Curriculum, *Learning Activities, Occupational Guidance, Occupational Information, *Program Descriptions, Resource Materials, *Resource Units, Vocational Development, Work Attitudes

Identifiers—Career Exploration, *Ohio (Warren)

The occupational motivation program was developed to expose students to career information and to aid them in choosing and preparing for a career. The document presents an overview of the Warren, Ohio career education program and resource units for the K-6, 7-8, and 9-10 levels. Each resource unit presents a rationale, objectives, framework, and learning activities aimed at developing a curriculum incorporating career education concepts and community involvement. The K-6 level focuses on: developing positive awareness and attitudes toward work; exploring the rewards of work; job clusters; worker relationships; success performance factors and skills; and career choice. The 7-8 level orientation program makes use of community resources to direct the curriculum toward critical social and personal issues, modern community studies and issues, a survey of occupations, and related curriculum and occupations. It also includes a student career orientation handbook with suggested resources, a listing of occupational clusters, and a job index. Materials presented for grades 9-10 focus on career exploration, treating vocational preparation, career choice, and community involvement. Student checklists and a unit on city government are included. An inservice teacher program and a brief program evaluation conclude the document. (JB)

ED 106 557 CE 003 729

Career Specialist Handbook for the World of Work K-10 Continuum.

Warren City Schools, Ohio.

Pub Date [73]

Note—86p.; For related documents, see CE 003 727 and 728. Pages 83-100, news releases and public information, were deleted because they are not reproducible

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Administrator Guides, *Career Education, *City Wide Programs, Counselor Functions, *Educational Objectives, Elementary Secondary Education, Field Trips, Inservice Teacher Education, Occupational Guidance, Program Descriptions, Public School Systems, *Records (Forms), Resource Materials, *School Policy

Identifiers—World of Work

The handbook is intended as a guide for career education specialists and includes a wide variety of materials, most of which are reproduced directly from the Warren, Ohio, city schools' World of Work project office. Following an overview of the city's program, the document emphasizes policies, procedures, and organizational functions. Three aspects of the program are discussed: career motivation for grades K-6, career orientation for grades 7-8, and career exploration for grades 9-10. These include objectives, rationale, specific teaching concepts, grade level study areas, and, for grades 9-10, career education program designs. The bulk of the handbook is devoted to sample program materials: duties and procedures for career specialists, co-teachers, and career aides; program policies, forms, guides, and memos; policies, procedures, and ideas concerning field trips; a suggested filing system; an equipment list; titles of films available locally; and sample designs and materials used for inservice teacher programs. (MDW)

ED 106 558 CE 003 730

Career Investigation: Middle Schools. Bulletin No. 735.

Texas Education Agency, Austin.

Report No.—Bull-735

Pub Date 73

Note—55p.

Available from—Texas Education Agency, Austin, Texas (\$1.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Activity Units, Behavioral Objectives, *Career Education, Concept Teaching, *Curriculum Guides, Enrichment Activities, Instructional Materials, *Integrated Activities, Integrated Curriculum, *Junior High Schools, Occupational Clusters, Resource Materials, *Units of Study (Subject Fields)

Identifiers—*Career Exploration

The bulletin gives Texas school personnel detailed suggestions for developing career exploration and investigation in middle schools. Prepared by a developmental committee composed of representatives of local school districts, regional education service centers, and career education research projects, it was designed to assist classroom teachers in integrating career education into the existing program. Each sample activity cites a performance objective that relates directly to a career concept and a career cluster. The activity is suggested for a particular unit in a subject area. More specificity is provided by citing an appropriate lesson in the unit for which the activity can be used. Many of the sample activities are easily adaptable to other subjects, some are alternatives for achieving the specific objective, while others are cumulative. Corresponding instructional resources are suggested. The following elementary level concepts of awareness are continued and expanded: attitudes toward work, attitudes toward those who work, seeing oneself as a valuable person, and the relationship of school to work. (MW)

ED 106 559 CE 003 731

Tuchschere, Jerry

Career Awareness Exemplary Project. Final Program Report.

Dickinson Public School District 1, N. Dak.

Pub Date Dec 74

Note—57p.; Appendix A has been deleted because it cannot be reproduced; Prepared by staff at Dickinson Area Vocational High School

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, *Curriculum Guides, Lesson Plans, *Program Descriptions, *Program Development, *Program Guides, Program Planning, Resource Guides, Secondary Education, Vocational Education

The guide briefly describes the objectives and content of a career awareness course consisting of a nine-week block (approximately 45 sessions) which was offered to all Dickinson Area Vocational High School students during their sophomore year. It gives week by week suggestions for implementing the career awareness program, including seminars, discussions testing devices, films and slides, and individual research projects, and provides as an example a typical detailed lesson plan for a 45-day program. A final synopsis provides assorted suggestions on program development and operation gleaned from the Dickinson experience. Two pages of specific recommendations to ensure the success of career awareness programs are included, as are 20 pages of appended materials relating to the Dickinson program and two pages of suggested resource materials. (JR)

ED 106 560 CE 003 732

Ohio Career Development Program Inservice Procedures Manual. Final Draft.

Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

Pub Date Oct 74

Note—108p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Career Education, Inservice Programs, *Inservice Teacher Education, Inservice Teaching, *Manuals, Program Administration, *Program Descriptions, *Program Planning, Questionnaires, Resource Guides, Retraining, State Programs, Teacher Education, Teacher Improvement, Teaching Procedures

Identifiers—*Ohio Career Development Program

The manual describes the Ohio career education inservice program which attempts to emphasize closer contact with the world of work, replacing traditional inservice program emphasis on developing teacher efficiency within the classroom. The diagnostic-prescriptive technique is incorporated into the manual. An introductory section presents an overview of the history and operation of Ohio career education efforts with special regard to the program's emphasis on inservice activities. An analysis of the integration of inservice education into career education describes the specially-developed inservice assessment instrument, its administration and scoring, and details the planning and implementation of an initial inservice activity for educators without previous exposure to the Ohio Career Development Program. Evaluation of inservice activities is discussed and a section on career education inservice development reviews Ohio's successful developmental practices its inservice career development programs. The compendium of inservice activities and outstanding career education practices also provides information regarding contact personnel and consultants. An examination of career education program developers alphabetically lists names, biographical information, and contact data for approximately 60 experts. A final section on career education inservice sites describes potential locations for inservice activities, discussing their advantages and disadvantages. (JR)

ED 106 561 CE 003 733

Career Education and the Businessman: A Handbook of Action Suggestions.

Chamber of Commerce of the United States, Washington, D.C.

Pub Date Jun 73

Note—25p.; As Proposed by Participants at the First National Conference on Career Education (February 28-March 1, 1973)

Available from—Chamber of Commerce of the United States, 1615 H. St., N.W., Washington, D.C. 20006 (1-9 copies, \$1.50 and; 10-99 copies, \$1.00; 100 or more copies, \$0.75)

Document Not Available from EDRS.

Descriptors—*Business Responsibility, *Career Education, Cooperative Planning, Cooperative Programs, *Educational Improvement, Educational Needs, Employment Opportunities, Field Trips, Job Placement, Job Satisfaction, Job Skills, *Problem Solving, Resource Teachers, Retirement, *School Industry Relationship, Work Experience Programs, Year Round Schools

Conference participants, representing business, industry, labor, and education, formulated concrete suggestions for action in response to a set of 10 career education concepts. The handbook is a compilation of the suggestions, based on desirability, practical probability, and practical limitations of each concept. The concepts deal with exchange programs for schools and the world of work, field trips, work experience for students, placement, resource persons, year-round school, retired workers as resource persons, job satisfaction, marketable skills, and job availability. The related suggestions are accompanied by a statement of the concept being considered, an explanation of its basis, assumptions regarding the idea, and problems associated with it. (MDW)

ED 106 562 95 CE 003 734

Career Education Guide: K-14.

Lakeshore Technical Inst., Sheboygan, Wis.; Sheboygan Public Schools, Wis.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Grant—OEG-0-71-1027(361)

Note—712p.

EDRS Price MF-\$ 1.23 HC-\$36.18 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, Concept Teaching, Counselor Role, *Curriculum Guides, Elementary Secondary Education, Instructional Materials, Integrated Curriculum, *Learning Activities, *Lesson Plans, Occupational Guidance, Post Secondary Education, Program Development, *Resource Materials, Teaching Models, Units of Study (Subject Fields), Vocational Counseling, Vocational Development, Vocational Directors, Vocational Education

The guide provides examples of concepts, objectives, classroom activities, and resources appropriate for integrating career education into ex-

24 Document Resumes

isting curricula, K-14. The guide's chapters for grades K13 and 4-6 (26 and 40 pages respectively) contain detailed lesson plans which correlate appropriate development concepts with each of the components of life (self, work world, and career planning). Each lesson plan also lists general objectives, behavioral objectives, curriculum considerations, resources, activities, and evaluations for each such combination. The chapter for grades 7-9 (158 pages) follows the same format but is subdivided by subject area: fine arts, home economics, industrial arts, language arts, science, and social studies. The chapter for grades 10-12 (294 pages) covers: business education, communications, fine arts, foreign languages, home economics, industrial arts and vocational education, mathematics, science, and social studies and psychology. The chapter for grades 13-14 (109 pages) covers: communications, industrial education, electric power, plastics, and marketing. Two brief chapters discuss the role of the counselor and the local vocational education coordinator. Two supplementary reports present a blueprint for implementing career education and a component expansion of the career education model. (JR)

ED 106 563 **CE 003 735**
Career Decision-Making Program: Interim Product Report.

Appalachia Educational Lab., Charleston, W. Va.
 Pub Date Jan 75
 Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, *Decision Making, *Evaluation Methods, *Information Systems, Occupational Guidance, *Resource Materials, Units of Study (Subject Fields)
Identifiers—*Career Guidance, Career Information Systems, CIS

The interim product report on the Career Decision-Making Program describes products from the program under three headings: career guidance units, a Supportive Career Information System (CIS), and evaluation materials. The 15 career guidance units each consist of a counselor/teacher utilization guide, providing suggestions for use, and student materials. In addition, units 1-13 contain one or two filmstrips. The Career Information System guide is an organization and management system for career exploration resources. A listing and a brief description is provided of some CIS materials (10 guides, two filmstrips, two charts, three posters, three checklists, eight indexes, and miscellaneous materials). The evaluation section lists evaluation products (eight instruments, three reports and plans, and two in-house forms) constructed for the Career Decision-Making Program. (Author/BP)

ED 106 564 **CE 003 736**
Resource Bibliography in Career Education: Annotated Bibliography of Locally Produced Curriculum and Instructional Materials.

Lincoln County Schools, Hamlin, W. Va.
 Pub Date Nov 71
 Note—26p.; For related documents, see CE 003 737-744. Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Career Awareness, *Career Education, *County Programs, Curriculum Development, Elementary Education, *Inservice Teacher Education, Instructional Materials, Library Collections, Occupational Guidance, Questionnaires, *Resource Materials, Resource Units, Tests

The resource bibliography contains a listing and description of all teaching units, tests, and questionnaires for grades 1-6 materials for inservice training; and all other resources developed by the exemplary staff thus far in the process of implementing the Career Education Project in Lincoln County, West Virginia. Each item listed is followed by an annotation describing the nature of the materials, the grade level for which each item was designed, and the extent to which the materials have been tested, refined, and validated in classroom use. Materials developed for use in inservice training of teachers, counselors, and principals are included in a separate section of the bibliography. (Author)

ED 106 565 **CE 003 737**
Elementary School Project for Level One: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

Lincoln County Schools, Hamlin, W. Va.
 Note—67p.; For related documents, see CE 003 736 and CE 003 738-44

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Curriculum Guides, Elementary Education, Family Structure, Field Trips, Grade 1, Interpersonal Relationship, *Learning Activities, Primary Education, *Resource Units, Self Actualization, Teacher Developed Materials, Teaching Methods

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the first grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans each focusing on a particular occupation or group of occupations. The lessons comprise more than half the document and introduce the child to the world of work by looking at the working life of his immediate family members and studying workers with whom he comes in contact. The child and his family, self-understanding, and an awareness of how the child relates to the world around him are concepts stressed. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multi-media occupational information. (MW)

ED 106 566 **CE 003 738**
Elementary School Project for Level Two: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

Lincoln County Schools, Hamlin, W. Va.
 Note—70p.; For related documents, see CE 003 736-7 and CE 003 739-44

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Aerospace Industry, Agricultural Production, Behavioral Objectives, *Career Awareness, *Career Education, *Community Resources, Construction Industry, *Curriculum Guides, Elementary Education, Field Trips, Grade 2, Job Skills, Learning Activities, Needle Trades, Occupational Information, Primary Education, *Resource Units, Teacher Developed Materials, Teaching Methods

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the second grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans each focusing on a particular occupation or group of occupations. The four lesson plans, which comprise more than half the document, introduce the students to new and different kinds of community workers. This phase of career awareness involves job skills related to the total community. The occupational areas emphasized include aircraft and agricultural occupations, clothing manufacture, and the construction industry. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multi-media occupational information. (MW)

ED 106 567 **CE 003 739**
Burton, Billy J. And Others
Resource Unit—Level Three. Lincoln County Exemplary Program in Vocational Education.

Lincoln County Schools, Hamlin, W. Va.
 Note—73p.; For related documents, see CE 003 736-8 and CE 003 740-4

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Community Resources, *Curriculum Guides, Elementary Education, Field Trips, Food Service Industry, Food Service Occupations, Grade 3, Learning Activities, Lesson Plans, Occupational Information, Primary Education, Rail Transportation, *Resource Units, Teacher Developed Materials, Teaching Methods

Identifiers—Bakeries
 The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the third grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans, comprising more than half the document, each focusing on a particular occupation or group of occupations. Designed to increase occupational horizons from the immediate environment to the larger community, the lesson plans compare and contrast occupations in the immediate area to those found in other communities. The following occupational areas are emphasized: railroad workers, various community occupations, the bakery, and food production and services. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multi-media occupational information. (MW)

ED 106 568 **CE 003 740**
Elementary School Project for Level Four: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

Lincoln County Schools, Hamlin, W. Va.
 Note—72p.; For related documents, see CE 003 736-9 and CE 003 741-4

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Attitudes, Behavioral Objectives, *Career Awareness, *Career Education, *Curriculum Guides, Elementary Education, *Employment Opportunities, Field Trips, Glass, Grade 4, Industry, Law Enforcement, Learning Activities, Lesson Plans, Occupational Information, *Resource Units, Teacher Developed Materials, Teaching Methods

Identifiers—Coal Mining
 The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the fourth grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans, comprising more than half the document, each focusing on a particular occupation or group of occupations. Moving the focus of occupational studies to job opportunities on a State level, the lesson plans emphasize the development of positive personal and career attitudes. Jobs within the State's major industries, the coal industry, glass production, and law enforcement occupations are the occupational areas examined. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated exer-

ciases, competence development, resource role models, and multi-media occupational information. (MW)

ED 106 569 CE 003 741

Elementary School Project for Level Five: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

Lincoln County Schools, Hamlin, W. Va.

Note—101p.; For related documents, see CE 003 736-744; Not available in hard copy due to marginal legibility of original copy; Many pages will reproduce badly

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, Communications, Craftsmen, *Curriculum Guides, Elementary Education, Field Trips, Finance Occupations, Geographic Regions, Grade 5, Industry, Learning Activities, Lesson Plans, Money Systems, *Occupational Information, *Resource Units, Teacher Developed Materials, Teaching Methods, Work Attitudes

Identifiers—Appalachia

The occupational resource unit, one of a series encompassing grade levels one through ten, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the fifth grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific lesson plans, comprising more than half the document, each focusing on a particular occupation or group of occupations. Developing positive work attitudes, choosing goals, and studying occupation areas of personal interest are concepts stressed in the unit. Lesson plans deal with: United States industries as they relate to geographic regions, the communications field, craft occupations, emphasizing Appalachia, and the U. S. monetary system and related financial occupations. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective, and is divided into three basic components: procedures, student activity, and notes and resources. The career education model implemented in this series is developed around five elements: field trips, simulated experiences, competence development, resource role models, and multimedia occupational information. (MW)

ED 106 570 CE 003 742

Burton, Billy J. And Others

Resource Unit—Level Six. Lincoln County Exemplary Program in Vocational Education.

Lincoln County Schools, Hamlin, W. Va.

Note—88p.; For related documents, see CE 003 736-744

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Curriculum Guides, Economics, Elementary Education, Field Trips, Grade 6, Learning Activities, Lesson Plans, Music, Newspapers, *Occupational Information, Overseas Employment, Publishing Industry, *Resource Units, Teacher Developed Materials, Teaching Methods, World Affairs

Identifiers—Post Office

The occupational resource unit, one of a series encompassing grade levels 1-10, was prepared by the Lincoln County (West Virginia) Exemplary Project staff for classroom use at the sixth grade level or for use as a teaching model. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, methods for correlating subject matter, and specific teaching units, each focusing on a particular occupation or group of occupations. The lesson plans emphasize the interrelatedness of world economics and the contributions made by many and varied jobs to the well-being of our world. The following occupational areas are examined: the postal service, musical careers, foreign employment, and the newspaper publishing industry. Also included are suggested field trip sites, techniques for use of experience charts, suggested parental letters, and a resource bibliography of available materials. Each lesson plan has a behavioral objective and is divided into three basic components: procedures, student activity, and notes and resources. The

career education model implemented in this series is developed around five elements: field trips, simulated exercises, competence development, resource role models, and multimedia occupational information. (MW)

ED 106 571 CE 003 743

Holstein, Herbert B. And Others

Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation. Lincoln County Exemplary Program in Vocational Education.

Lincoln County Schools, Hamlin, W. Va.

Note—123p.; For related documents, see CE 003 736-744

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Behavioral Objectives, Bibliographies, *Career Education, Field Trips, Grade 7, Grade 8, Interpersonal Competence, Job Analysis, Junior High Schools, *Learning Activities, *Occupational Clusters, *Occupational Information, Resource Materials, *Resource Units, Self Evaluation, Simulation, Teacher Developed Materials, Teaching Methods, Units of Study (Subject Fields), Work Experience

Identifiers—*Career Exploration

The occupational resource unit, one of a series encompassing grade levels 1-10, was prepared by the Lincoln County (West Virginia) Exemplary Project staff to provide career exploration learning activities for the seventh and eighth grades. The career orientation materials are designed to give students a broad knowledge of the characteristics and functions, as well as the duties and rewards, of specific occupations within a broad spectrum of occupational families and to assist the student in understanding himself. The guide contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, evaluation techniques, guidelines for correlating subject matter, and suggestions for field trips. Instructional materials include an occupational questionnaire, personality profile, and an outline of interview techniques. An extended resource bibliography stresses interpersonal competence and occupational information. Organized around a random selection of occupations within 15 occupational clusters, student involvement and participation is encouraged through suggestions for the use of simulated work experiences. Occupations within each cluster are categorized according to the following levels: professional, semiprofessional and managerial, technical and skilled, semiskilled, and unskilled. (MW)

ED 106 572 CE 003 744

Holstein, Herbert B. And Others

Resource Unit for Levels Nine and Ten Using the Occupational Clusters in Career Exploration. Lincoln County Exemplary Program in Vocational Education.

Lincoln County Schools, Hamlin, W. Va.

Note—198p.; For related documents, see CE 003 736-743; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Ability Identification, Behavioral Objectives, *Career Education, Grade 9, Grade 10, Instructional Aids, Integrated Curriculum, Interdisciplinary Approach, Learning Activities, *Occupational Choice, *Occupational Clusters, Occupational Information, Personal Growth, Resource Materials, *Resource Units, Secondary Education, Self Actualization, Self Evaluation, Teacher Developed Materials, *Units of Study (Subject Fields)

Identifiers—*Career Exploration

The occupational resource unit, one of a series encompassing grade levels 1-10, was prepared by the Lincoln County (West Virginia) Exemplary Project staff to provide career exploration learning activities for the ninth and tenth grades. The materials are designed to provide experiences that will enable students to make realistic occupational choices, by gaining an understanding of the psychological aspects of work as it relates to their own temperaments, personalities, values, and abilities. The format contains a synopsis of the entire unit, general objectives, behavioral objectives, teaching strategies, hands-on activities, evaluation techniques, and guidelines for correlating subject matter. Instructional materials include an occupational questionnaire for indepth study, fact sheets, a personality inventory, listed interviewing techniques, and typical personnel forms.

Sixty-five pages are devoted to a listing of specific occupations within the occupational clusters as they correlate to academic disciplines. This correlation of all the disciplines is intended to aid students in acquiring competencies appropriate to their projected adult societal roles. An extended bibliography lists books, kits, and related audiovisual aids. (MW)

ED 106 573 CE 003 745

Career Orientation: Grade 7 and 8: A Unified Approach: Science Careers. Activity Manual.

Cincinnati Public Schools, Ohio.

Pub Date Aug 71

Note—235p.; Revised Edition

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Career Awareness, Career Choice, *Career Education, *Curriculum Guides, Grade 7, Grade 8, *Instructional Materials, Integrated Curriculum, Junior High Schools, Learning Activities, Resource Materials, *Science Activities, *Science Careers, Science Curriculum, Science Materials, Science Units, Vocational Development, Worksheets

Identifiers—*Career Orientation

Career orientation in the science curriculum introduces students to science-related careers and opportunities and enables them to prepare an educational program if they choose a science career. The curriculum guide is designed to aid junior high school science teachers in relating the seventh and eighth grade science curriculum to careers in scientific fields. Learning activities are grouped into units examining: purposes and practices; measurement and matter; conservation-ecology; living things (subtopics: humans, animals and plants, adaptation-animals, microscope use and care, healthful living, and first aid); energy; work; heat; sound; light and seeing; electricity and its uses; water; air and weather; earth and the heavens; and plans, rockets, and space travel. Each unit includes an introduction, a list of suggested activities, worksheets, and selected references, audiovisual aids, and published sources. The appendix contains sections dealing with: (1) community resources in the science area (organizations, resource persons, committees, clubs, and references), (2) suggested procedures for field trips, and (3) a tabulated chart listing science-related careers arranged according to: level; service; business, clerical, and sales; science and technology; outdoor; general culture; and arts and entertainment. (JB)

ED 106 574 CE 003 746

Exploring Careers in Automotive Sales and Service.

Cincinnati Public Schools, Ohio.

Pub Date 72

Note—48p.; For related documents see CE 003 747-64 and CE 004 312

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Auto Body Repairmen, *Auto Mechanics (Occupation), Auto Parts Men, *Career Education, Career Planning, *Curriculum Guides, Grade 9, Grade 10, High School Curriculum, Job Analysis, *Learning Activities, Managerial Occupations, Occupational Information, *Sales Occupations, Secondary Education, Service Occupations, Teaching Guides, Teaching Methods, Vocational Development

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of a teacher's guide, student learning experience packets, a resource list, and a coordinator's guide, is designed to introduce the students to occupations in automotive sales and services. The learning activities are organized to explore different categories within automotive sales and service and include teaching strategies such as simulation, role playing, individual investigation, an interest inventory, field trips, occupational classification, job analysis, skill tests, career investigation and a final evaluation. A suggested time schedule and course format introduce the materials. The teacher's guide is coordinated with the learning experience packets and is organized into objectives and suggested procedures with facts sheets

supplementing the teacher's information. A resource list and coordinator's guide are organized according to the individual learning activities. (JB)

ED 106 575 CE 003 747

Exploring Careers in Environmental Protection.
Cincinnati Public Schools, Ohio.

Pub Date 73

Note—90p.; For related documents see CE 003 746, CE 003 748-64 and CE 004 312; Revised Edition

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Air Pollution Control, *Career Education, Career Planning, *Conservation (Environment), *Curriculum Guides, Ecology, *Environmental Education, Environmental Technicians, Grade 9, Grade 10, High School Curriculum, Learning Activities, *Occupational Information, Pollution, Secondary Education, Teaching Methods, Vocational Development, Waste Disposal, Water Pollution Control

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K-10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, a resource list, and teaching strategies, is designed to introduce the students to occupations in environmental protection. The course is designed for students to: gather information regarding jobs; evaluate careers; develop standards of behavior for effective job performance; locate places of employment; participate in laboratory experiences; and to investigate job requirements. The activity packets explore careers in: (1) noise pollution control, (2) water pollution control, (3) solid waste disposal, (4) air pollution control, (5) food contamination control, (6) radiation and decontamination control, and (7) park and recreational land management. The learning activities involve individualized lessons, role-playing, field trips, simulation, group work, reports, community coordination of resource persons and students, evaluation, self-analysis tests, and discussions. The appendix contains suggested procedures for field trips, exploration trips, sample forms for permission and reports, games and simulations, a group work exercise, and a list of related films. (JB)

ED 106 576 CE 003 748

Exploring Careers in Electricity—Electronics.

Cincinnati Public Schools, Ohio.

Pub Date 72

Note—57p.; For related documents see CE 003 746-7, CE 003 749-64 and CE 004 312

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, *Curriculum Guides, Electrical Occupations, *Electricity, Electromechanical Technology, Electronics, Electronic Technicians, Grade 9, Grade 10, *Learning Activities, *Occupational Information, Resource Materials, Secondary Education, Teaching Methods, Technical Education, Technical Occupations, Trade and Industrial Education, Vocational Development, Vocational Education, Worksheets

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of a teacher's guide, student learning experience packets, and a resource list, is designed to introduce the students to occupations in electricity and electronics. The learning activities are organized to explore different categories within electricity and electronics and include teaching strategies such as interest inventory, field trips, occupational classification, skill tests, career investigation, simulation, roleplaying, individual investigation, job analysis, career evaluation, and the compilation of a job list. A suggested course format and introduction discuss objectives and procedures. The teacher's guide is coordinated with the learning experience packets and is organized into objectives and sug-

gested procedures, with fact sheets and illustrations supplementing the teacher's information. The multimedia resource list is coordinated with the individual learning experiences. (JB)

ED 106 577 CE 003 749

Exploring Careers in Education.
Cincinnati Public Schools, Ohio.

Pub Date 72

Note—39p.; For related documents see CE 003 746-8, CE 003 750-64 and CE 004 312

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Administrative Personnel, *Career Education, Clinic Personnel (School), Counselors, *Curriculum Guides, *Education, Grade 9, Grade 10, High School Curriculum, Instructional Staff, Learning Activities, Librarians, *Occupational Information, Principals, Professional Occupations, *School Personnel, School Supervision, Teacher Aides, Teachers, Vocational Development

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets and selected sample materials, is designed to introduce students to educational careers. The learning packets examine the careers of: teacher, administrator, counselor, supervisor, librarian, nursery school teacher, educational aide, and speech and hearing clinician. The introduction discusses purpose, strategy, and introductory activities (self-analysis quiz). The learning activities are organized into objectives, activities, and resources, and include activities such as job analysis, interviews, role playing, compilation of job information, field trips, and reports. The appendix includes suggestions and forms for classroom observation, a student observer evaluation form and final evaluation forms for both student and teacher. (JB)

ED 106 578 CE 003 750

Exploring Careers in Photography.

Cincinnati Public Schools, Ohio.

Pub Date 73

Note—65p.; For related documents see CE 003 746-9, CE 003 751-64 and CE 004 312; Revised Edition

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, *Curriculum Guides, Field Trips, Grade 9, Grade 10, High School Curriculum, Instructional Materials, *Learning Activities, *Occupational Information, Photocomposition, *Photography, Resource Materials, Secondary Education, Technical Education, Technical Occupations, Vocational Development

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets and a resource list, is designed to introduce students to occupations in photography. The introduction defines the career area, and presents course objectives, course strategy, procedures, evaluation, exploration trips, and a suggested time table. The learning activities are organized into objectives, activities, and resources, and include the following learning activities: discussion, role playing, self-analysis quiz, job performance rating, worksheets, interest surveys, examination of equipment, interviews, field trips, job analysis, construction of pin-hole cameras and darkroom boxes, film evaluation, and discussion of career maturity. The appendix contains suggestions and procedures for field trips and exploration trips, forms for exploration trip permission and report, job titles, and resources. (JB)

ED 106 579 CE 003 751

Exploring Careers in Public and Civil Service Occupations.

Cincinnati Public Schools, Ohio.

Pub Date 73

Note—60p.; For related documents see CE 003 746-50, CE 003 752-64 and CE 004 312

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, City Planning, Community Agencies (Public), Community Planning, Community Services, *Curriculum Guides, Fire Protection, *Government Employees, High School Curriculum, Law Enforcement, Learning Activities, *Occupational Information, *Public Service Occupations, Resource Materials, Secondary Education, Social Services, Teaching Methods, Vocational Development

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, and a resource list, is designed to introduce the students to the public and civil service occupations. The introduction discusses the career area definition, course objectives, course strategy, evaluation, and suggested time table. The course is divided into areas of government services and functions within which the students will explore representative careers. The learning activities are organized into objectives, activities and resources and cover: introductory activities, civil service, community planning, elected politics, law enforcement, fire protection, social service, postal service, courts, related career exploration, and self-evaluation of career maturity. Teaching methods involve discussion, group work, individual lessons, field trips, interviews with resource persons, films, and simulation. The appendix contains suggestions and procedures for both field trips and exploration trips, forms for exploration trips, job titles, and a resource list. (JB)

ED 106 580 CE 003 752

Exploring Careers in Visual Advertising Services.

Cincinnati Public Schools, Ohio.

Pub Date 73

Note—43p.; For related documents see CE 003 746-51, CE 003 753-64 and CE 004 312; Revised Edition

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Artists, *Career Education, Career Planning, *Commercial Art, *Curriculum Guides, Design Crafts, Field Trips, Grade 9, Grade 10, Graphic Arts, High School Curriculum, Layout (Publications), Learning Activities, *Occupational Information, *Publicities, Resource Materials, Secondary Education, Sign Painters, Visual Arts, Vocational Development

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, and a resource list, is designed to introduce the students to visual advertising services. The introduction discusses the career area definition, course objectives, course strategy, and suggested time table. The learning activities are organized into objectives, activities and resources and cover the areas of: introductory activities, display artist, cover designed, illustrator, production manager, art director, sign writer, delineator, sign painter, air brush artist, related careers, and self-evaluation of career maturity. Teaching strategies include: field trips, job analysis, worksheets, design, illustration, advertising techniques, layouts, and individual research. Suggestions and procedures for both exploration and field trips, forms for the exploration trips, a job analysis sheet, and a resource list are appended. (JB)

ED 106 581 CE 003 753

Exploring Careers in Graphic Reproduction and Printing Occupations.

Cincinnati Public Schools, Ohio.

Pub Date 73

Note—62p.; For related documents see CE 003 746-52, CE 003 754-64 and CE 004 312

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, Commercial Art, *Curriculum Guides, Design Crafts, Grade 9, Grade 10, *Graphic Arts, High School Curriculum, Layout (Publications), Learning Activities, *Occupational Information, *Printing, Resource Materials, Secondary Education, Technical Education, Technical Occupations, Trade and Industrial Education, Vocational Development

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning packets and a resource list, is designed to introduce the students to graphic reproduction and printing occupations. The introduction defines the career area, discusses the course objectives, course strategy, and suggests a time table. The exploration activities cover the areas of: introductory activities, design and layout, composition, photo-conversion, image carrier, image transfer, finishing, economics and organization, paper making, related careers, and self-evaluation of career maturity. Each lesson plan is organized into objectives, activities, and resources and includes the following activities: discussion, laboratory experience, self-analysis quiz, design, layout, composition, book finishing, interviews with resource persons, and films. The appendix includes: suggestions and procedures for both field and exploration trips and an exploration trip permission form and report. (JB)

ED 106 582 CE 003 754

Exploring Careers in Ornamental Horticulture.

Cincinnati Public Schools, Ohio.

Pub Date 73

Note—45p.; For related documents see CE 003 746-53, CE 003 755-64 and CE 004 312; Revised Edition

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, *Curriculum Guides, Grade 9, Grade 10, Grounds Keepers, High School Curriculum, Landscaping, *Learning Activities, Nurseries (Horticulture), Nursery Workers (Horticulture), *Occupational Information, Ornamental Horticulture, *Ornamental Horticulture Occupation, Resource Materials, Secondary Education, Trade and Industrial Education, Turf Management, Vocational Development

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets and selected sample forms, is designed to introduce the students to careers in ornamental horticulture. The introduction defines the career area and discusses the course objectives, course strategy, and suggested time table. The learning activities, organized according to objectives, activities, and resources, cover: introductory activities, horticulture, nursery operation, arboriculture, turf grass management technician, landscape development, park and recreational land management, individual student exploration into related careers, and student self-evaluation of career maturity. Activities include: job and student interest analysis, role playing, simulations, field trips, interviews, observations, establishment of resource library on jobs and clusters, and case studies. The procedures and suggestions for both exploration and field trips, a permission and report form for exploration trips, interview form, job analysis work sheet, job descriptions, individual evaluation sheet, and a list of multi-media materials are appended. (JB)

ED 106 583 CE 003 755

Exploring Careers in Radio and Television Program Production.

Cincinnati Public Schools, Ohio.

Pub Date 72

Note—57p.; For related documents see CE 003 746-54, CE 003 756-64, and CE 004 312

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Broadcast Industry, *Career Education, Career Planning, *Curriculum Guides, Grade 9, Grade 10, High School Curriculum, Job Application, Learning Activities, Media Technology, *Occupational Information, Production Techniques, Programming (Broadcast), *Radio, Secondary Education, Technical Education, *Television, Vocational Development

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets and selected sample forms, is designed to introduce the students to careers in radio and television program production. The introduction defines the career area and offers a suggested time table. The learning activities are organized according to objectives, activities, and resources and cover the areas of: introductory procedures, job analysis, job application, job interview and selection, simulation for radio show production (writers-reporters, announcers, technicians, public relations personnel, directors, and producers), television program production (writers-reporters, announcers and actors, public relations and sales personnel, technicians, executives, and craftsmen), and suggested evaluation techniques. The appendix includes: job description forms, letter of application instructions, employment application forms, a glossary of informational and news programming terms, a camera-use evaluation form, and television programing evaluation forms. (JB)

ED 106 584 CE 003 756

Exploring Careers in Food Preparation and Services.

Cincinnati Public Schools, Ohio.

Pub Date 73

Note—152p.; For related documents see CE 003 746-55, CE 003 757-64 and CE 004 312

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, *Curriculum Guides, Dietitians, *Food Service Occupations, *Food Service Workers, Foods Instruction, Grade 9, Grade 10, High School Curriculum, Instructional Materials, Job Skills, Learning Activities, *Occupational Home Economics, *Occupational Information, Resource Materials, Secondary Education, Vocational Development, Vocational Education

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, instructional materials, forms, transparency masters, and recipes, is designed to introduce the students to food preparation and services. The learning activities are organized according to objectives, procedures, and resources and cover the following areas: orientation to food service employment, manager, cashier-hostess, waiter-waitress, bus boy, car hop, baker, cook, short order cook, meat cook, kitchen helper-pantryman, beverage worker, dietitian, and future educational opportunities. A job analysis form, suggestions for field trips, both teacher and student evaluation forms for tours, lab evaluation sheet, termination project, and a list of job training films are appended. (JB)

ED 106 585 CE 003 757

Exploring Careers in Music.

Cincinnati Public Schools, Ohio.

Pub Date 73

Note—73p.; For related documents see CE 003 746-56, CE 003 758-64 and CE 004 312

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Applied Music, *Career Education, Career Planning, *Curriculum Guides, Fine Arts, Grade 9, Grade 10, High School Curriculum, *Learning Activities, *Music, Music Activities, Musical Instruments, Music Education, Musicians, Occupational Information, Resource Materials, Secondary Education, *Teaching Methods, Vocational Development

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets and a resource list, is designed to introduce the students to careers in music. The definition of the career area, course objectives, course strategy, procedure, evaluation, and suggested time table are included in the introduction. The learning activities are organized according to objectives, procedures, and resources and cover the following career areas: (1) the performing role (concert singer, instrumentalist, popular singer, composer, arranger, teacher, conductor, and therapist), and (2) the supporting role (instrument manufacturer, salesman, instrument repair, piano tuner, music critic, librarian, and publisher). Other related careers and self evaluation of career maturity are also touched upon. Learning activities include role playing, self-analysis quiz, worksheets, field trips, discussion, demonstration, films, interviews, composition, and group work. The appendix contains procedures and suggestions for both field trips and exploration trips, forms for exploration trips, a music career interest survey form, a list of job titles, and a multimedia resource list. (JB)

ED 106 586 CE 003 758

Exploring Careers in International Travel, Trade and Communications.

Cincinnati Public Schools, Ohio.

Pub Date 73

Note—133p.; For related documents see CE 003 746-57, CE 003 759-64 and CE 004 312

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, *Communications, *Curriculum Guides, Grade 9, Grade 10, High School Curriculum, Instructional Materials, Interpreters, Language Role, Learning Activities, *Occupational Information, Overseas Employment, *Resource Materials, Secondary Education, Teaching Methods, Translation, *Travel, Vocational Development

Identifiers—*Career Exploration, International Trade

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, a resource list, sample forms, instructional materials, and evaluation instruments, is designed to introduce the students to careers in international travel, trade, and communications. The introduction offers a career area definition, course objectives, a course strategy, procedures, and a suggested time table. The learning activities are organized into objectives, procedures, and resources and cover the following areas: introductory activities, foreign language careers, translating-interpreting, foreign service, teaching a foreign language, airline services, customs and immigration, travel agents, related careers, and self-evaluation of career maturity. Teaching strategies include role playing, discussion, information-gathering, interviews, and field trips. The appendix contains job titles, forms, worksheets, sample travel documents, self-evaluation checklists, and a resource guide. (JB)

ED 106 587 CE 003 759

Exploring Careers in Health and Medicine.

Cincinnati Public Schools, Ohio.

Pub Date 73

Note—99p.; For related documents see CE 003 746-58, CE 003 760-4 and CE 004 312; Revised Edition

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

28 Document Resumes

Descriptors—*Career Education, Career Planning, *Curriculum Guides, Grade 9, Grade 10, *Health Occupations, Health Occupations Education, Health Personnel, High School Curriculum, Instructional Materials, *Learning Activities, Medical Assistants, Medical Services, *Occupational Information, Paramedical Occupations, Resource Materials, Secondary Education, Teaching Methods, Vocational Development

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, worksheets, instructional materials, sample forms and a resource list, is designed to introduce the students to careers in health and medicine. The introduction provides an overview of the career area, the educational strategies of the course, a suggested cover letter for health career day application, forms for exploration trips, and a suggested time table. The activities are organized into objectives, procedures, and resources, and cover the areas of: (1) medical records (admittance clerk, medical records technician, medical transcriber, medical record administrator), (2) patient care (nurses aide and orderly, L.P.N., and R.N., physician), (3) laboratory services (medical technologist, medical laboratory technician, x-ray technologist), (4) pharmacy (pharmacist, hospital pharmacy technician), (5) supplementary activity units for physician, nurse and pharmacist, and (6) a model for student-designed activity. Teaching strategies include role playing, simulation, field trips, films, and career information activities. The appendix contains self-analysis tools, supplementary materials, and resources. (JB)

ED 106 588 CE 003 760
Exploring Careers in Textile Manufacturing and Services.
Cincinnati Public Schools, Ohio.
Pub Date 73

Note—97p.; For related documents see CE 003 746-59, CE 003 761-4 and CE 004 312

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Assembly (Manufacturing), *Career Education, Career Planning, Clothing Design, *Clothing Maintenance Specialists, *Curriculum Guides, Grade 9, Grade 10, Learning Activities, *Needle Trades, Occupational Home Economics, *Occupational Information, Patternmaking, Resource Materials, Retailing, Secondary Education, Sewing Machine Operators, Textiles Instruction, Vocational Development, Vocational Education

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, sample instructional materials, and an extended resource list, is designed to introduce the students to careers in textile manufacturing and services. The introduction includes: a definition of the career area, course objectives, course strategy, and a suggested time table. Career exploration activities are organized into objectives, procedures, and resources and examine the occupations within the areas of manufacturing and other stages of textile services. Textile manufacturing occupations include: fashion design, pattern making and marking, cutting, sample making, sewing, pressing, inspecting, and receiving and shipping. Textile service occupations include: retail sales personnel, clothing maintenance specialists, and related jobs. Teaching strategies include class and group work, exploration trips, discussions, and interviews. The appendix contains suggestions and procedures for both field trips and exploration trips and forms for the exploration trips. (JB)

ED 106 589 CE 003 761
Exploring Careers in Building and Plant Maintenance.
Cincinnati Public Schools, Ohio.
Pub Date 73

Note—65p.; For related documents see CE 003 746-60 and CE 003 762-4 and CE 004 312

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Building Trades, *Career Education, Career Planning, Construction (Process), Construction Industry, *Curriculum Guides, Electrical Occupations, Grade 9, Grade 10, High School Curriculum, Housing Industry, Instructional Materials, Learning Activities, *Maintenance, *Occupational Information, Resource Materials, Secondary Education, Trade and Industrial Education, Vocational Development

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, instructional materials, and resources, is designed to introduce the students to building and plant maintenance occupations. The introduction defines the career area, and discusses the course objectives, course strategy, and a suggested time table. The activities, organized into objectives, procedures, and resources, cover the areas of: building frames, electrical systems, heating and cooling systems, enclosing exterior and interior walls, maintaining both outdoor and indoor surfaces, individual units for related career exploration, and self-evaluation of career maturity. The appendix contains: suggestions and procedures for both field and exploration trips, forms for exploration trips, and wage rates for construction workers. (JB)

ED 106 590 CE 003 762
Exploring Careers in Writing for the Market.
Cincinnati Public Schools, Ohio.
Pub Date 73

Note—64p.; For related documents see CE 003 746-61 and CE 003 763-4 and CE 004 312

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, Composition Skills (Literary), Creative Writing, *Curriculum Guides, Grade 9, Grade 10, High School Curriculum, Instructional Materials, *Learning Activities, Literary Criticism, *Occupational Information, Resource Materials, Secondary Education, Teaching Methods, Technical Writing, Vocational Development, *Writing

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, instructional materials, and resources, is designed to introduce the students to careers in writing for the market. The introduction includes the definition of the career area, course objectives, course strategies, procedures, a suggested time table, and teaching suggestions. The individual lessons, organized into objectives, procedures, and resources, examine the careers of: literary writer, freelance writer, essayist, critic, continuity writer, script writer, copywriter, technical writer, and literary agent. Lessons also provide opportunities for research, individual student exploration, and self-evaluation. Teaching strategies include small group exploration trips, field trips, films, vocabulary definition, research, and class projects. The appendix contains job titles, forms, and a listing of multimedia resources. (JB)

ED 106 591 CE 003 763
Exploring Writing Careers in Journalism.
Cincinnati Public Schools, Ohio.
Pub Date 73

Note—55p.; For related documents see CE 003 746-62, CE 003 764 and CE 004 312; Revised Edition

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, *Curriculum Guides, Editing, Grade 9, Grade 10, High School Curriculum, Instructional Materials, *Journalism, Layout (Publica-

tions), *Learning Activities, News Media, News Reporting, *Occupational Information, Resource Materials, Secondary Education, Teaching Methods, Vocational Development, Writing

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, instructional materials, and resources, is designed to introduce the students to careers in journalism. The introduction includes: a definition of the career area, course objectives, course strategies, procedure, evaluation, exploration trips, suggested time table, and teaching guidelines suggestions for producing a newspaper and organizing a newspaper staff (simulation). The lesson plans, organized according to objectives, activities, and resources, examine the careers of: reporter, copywriter, feature writer, columnist, special editor, and editor-in-chief. Also provided are opportunities for individual exploration and self-evaluation (with sample questions). Strategies include simulation, projects, exploration trips, and interviews. The appendix contains job titles; forms for self-analysis, job analysis, and employment application; procedures for an exploration trip (permission and report), a resources list, and guidelines for field trips in career development. (JB)

ED 106 592 CE 003 764
Exploring Careers in Law Enforcement.
Cincinnati Public Schools, Ohio.
Pub Date 73

Note—81p.; For related documents see CE 003 746-63 and CE 004 312; Revised Edition

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, *Curriculum Guides, Grade 9, Grade 10, High School Curriculum, Instructional Materials, *Law Enforcement, Learning Activities, *Occupational Information, *Police, Resource Materials, Secondary Education, Student Attitudes, Teaching Methods, Vocational Development

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets and resources, is designed to introduce the students to careers in law enforcement. The introduction includes: a definition of the career area, course objectives, course strategies, a suggested time table, and careers explored in the course. The exploration activities, organized according to objectives, activities, and resources, examine the careers of: patrolman, policewoman, police detective, crash squad patrolman, police laboratory specialist, vice squad, park police, and special agent (FBI). Teaching strategies include a study of the student attitudes toward authority and law enforcement agencies, interviews, a self-analysis quiz, discussion, individual and group work, small group exploration trips and self-evaluation. The appendix contains: suggestions, procedures, and forms for exploration and field trips; resources; civil service job descriptions; weekly salary schedule of police employees; and supportive roles in law enforcement. (JB)

ED 106 593 CE 003 765
Occupations, U. S. A.
Geneva Area City Schools, Ohio.
Pub Date Jan 74

Note—40p.; For related documents, see CE 003 766-74

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Intellectual Disciplines, *Jobs, *Occupational Clusters, *Occupations
The booklet divides job titles, selected from the Dictionary of Occupational Titles, into 15 career clusters: agribusiness and natural resources, busi-

ness and office education, communication and media, construction, consumer and home economics, fine arts and humanities, health occupations, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public services, environment and transportation. A single-page chart pairs subjects (science, language arts, mathematics, social studies, home economics, physical education, music and art, and industrial arts) with the most closely related career clusters. (SD)

ED 106 594 CE 003 766
Career Education Program: Geneva Area City Schools. [Kindergarten Units: The School, The Farm, The Family, and Transportation]. Geneva Area City Schools, Ohio.
Note—67p.; For related documents see CE 003 765 and CE 003 767-74

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, *Curriculum Guides, Kindergarten, Learning Activities, Primary Education, Resource Materials, Resource Units, Teacher Developed Materials, Vocational Development

Four curriculum units for use at the kindergarten level focus on: (1) school jobs and the school community; (2) farming jobs and lifestyle; (3) family jobs at home and outside the home; and (4) transportation jobs and its industry. Objectives linking the units emphasize increasing students' awareness of and appreciation for each unit's jobs. The first three units list suggested questions; teaching techniques and learning activities; and resources and materials and include resource lists covering: children's books, teachers' books, flannel board or activity kits, filmstrips, cassettes, study prints, records, puzzles, and films related to the unit topics. The fourth unit adds broad concepts to the behavioral objectives to be developed. Children's previous transportation experiences are emphasized in discussion topics. Occupations to be mentioned, activities, audiovisual materials, and equipment and general materials are listed in chart form for the unit's treatment of land, water, air, and space transportation. (SD)

ED 106 595 CE 003 767
Career Education Program: Geneva Area City Schools. [Grade 1 Units: Community, School, The Grocer, and The Farm]. Geneva Area City Schools, Ohio.

Note—57p.; For related documents, see CE 003 765-6 and CE 003 768-74

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Curriculum Guides, Elementary Education, Grade 1, Learning Activities, Primary Education, Resource Materials, Resource Units, *Service Occupations, Teacher Developed Materials, Vocational Development

Four curriculum units for the first grade level focus on: (1) grocers' role and functions; (2) school staff roles and their relationship to the student; (3) various community workers' roles and their contributions; and (4) the farmers' role and the problems they face. Behavioral unit objectives emphasize increasing students' awareness of and appreciation for the occupations in each unit. A chart format is used to list content questions; teaching techniques and learning activities; and learning resources and materials. Culminating activities conclude each unit, followed by resources lists which include: children's books, teachers' books, filmstrips, records, study prints, activity kits, puzzles, models, cassettes, flannel board kits, and films. The farming unit is designated for grades 1 and 2; and other units are designated for grade 1. The community unit includes the following community workers: postal workers, fire fighters, police officers, doctors, nurses, dentists, and transportation workers. (SD)

ED 106 596 CE 003 768
Career Education Program: Geneva Area City Schools. [Grade 2 Units: Postal Services, Our Homes, Clothing, Community Helpers, and Custodians In Our Lives]. Geneva Area City Schools, Ohio.

Note—58p.; For related documents see CE 003 765-7 and CE 003 769-74

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, Community Services, *Curriculum Guides, Elementary Education, Grade 2, Learning Activities, Primary Education, Resource Materials, Resource Units, *Service Occupations, Teacher Developed Materials, Vocational Development

Five curriculum units for the second grade level focus on: (1) clothing producers and suppliers, and the clothing industry; (2) postal service workers and the postal system; (3) janitorial workers; (4) workers who build, furnish, and maintain homes and the housing industry; and (5) various community workers. Behavioral unit objectives emphasize increasing students' awareness of and appreciation for each unit's occupations and deepening students' understanding of various industries in which people work. A chart format is used to list suggested content questions; teaching techniques and learning activities; and learning resources and materials. Culminating activities conclude each unit, followed by resource lists, for all except the unit on janitors, which include: children's books, teachers' books, encyclopedias, filmstrips, and study prints. The community workers unit includes the following occupations: police officers, fire fighters, bakers, grocers, dairy deliverers, doctors, nurses, dentists, carpenters, mail deliverers, sanitation workers, and postal workers. (SD)

ED 106 597 CE 003 769
Career Education Program: Geneva Area City Schools. [Grade 3 Units: Money and Banking, Weather, The Hospital Emergency Room, and Let's Go to Town].

Geneva Area City Schools, Ohio.
Note—55p.; For related documents see CE 003 765-8 and CE 003 770-4

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Banking, Behavioral Objectives, Career Awareness, *Career Education, *Curriculum Guides, Elementary Education, Grade 3, *Health Occupations, Learning Activities, *Meteorology, Primary Education, Resource Materials, Resource Units, Teacher Developed Materials, Vocational Development

Four curriculum units for the third grade level focus on: (1) weather station jobs and the weather prediction system; (2) hospital emergency room workers and the room's function; (3) bank workers and the banking industry; and (4) various urban workers. Behavioral objectives linking the units focus on increasing students' awareness of and appreciation for units' occupations and deepening students' understanding of the industries in which people work. A chart format is used to list suggested content questions; teaching techniques and learning activities; and learning resources and materials. Culminating activities conclude the hospital emergency room and urban workers learning activities. Each unit ends with a resource list which includes: children's books, teachers' books, filmstrips, films, study prints, charts, kits, transparencies, and weather instruments. (SD)

ED 106 598 CE 003 770
Career Education Program: Geneva Area City Schools. [Grade 4 Units: Conservation, The World of Work, and This is My Life].

Geneva Area City Schools, Ohio.
Note—34p.; For related documents, see CE 003 765-9 and CE 003 771-4

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Education, Career Opportunities, *Conservation (Environment), *Curriculum Guides, Elementary Education, Grade 4, Learning Activities, Occupational Information, Resource Materials, Resource Units, *Self Concept, Teacher Developed Materials

The three curriculum units for the fourth grade level focus on: (1) conservation careers, systems, and needs; (2) occupational variety and qualifications; and (3) self awareness. Behavioral objectives range from helping students to become more aware of careers in a variety of occupations, including conservation. A chart format is used to list suggested content questions; teaching techniques and learning activities; and learning resources and materials. Culminating activities conclude the conservation unit's learning activities. A resource list is provided for each unit which includes: children's books, booklets, kits,

filmstrips, filmstrips and cassettes, and posters. (SD)

ED 106 599 CE 003 771
Career Education Program: Geneva Area City Schools. [Grade 5 Units: Communications Through Conservation, Getting to Know Your Newspaper, and Television].

Geneva Area City Schools, Ohio.
Note—49p.; For related documents, see CE 003 765-70 and CE 003 772-4

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Education, Career Opportunities, *Communication Skills, *Curriculum Guides, Elementary Education, Grade 5, Language Arts, Learning Activities, *Newspapers, Occupational Information, Resource Materials, Resource Units, Teacher Developed Materials, *Television

Three curriculum units for the fifth grade level focus on: (1) conservation skills; (2) newspaper's history and organization; and (3) television's skills and talents. Each unit's behavioral objectives emphasize career opportunities within the communications, newspaper, and television industries. A chart format is used to list suggested content questions, teaching techniques and learning activities, and learning resources and materials. Culminating activities and a special supplement describing suggested projects for a newspaper-in-the-classroom program are featured in the newspaper unit. The newspaper-in-the-classroom program includes social studies, language arts, science, mathematics, and business activities. Resource lists are provided for each unit and include: books, encyclopedias, pamphlets, filmstrips, films, and transparencies. (SD)

ED 106 600 CE 003 772
Career Education Program: Geneva Area City Schools. [Grade 6 Units: Food Production, Ecology, Mind and Body, and Food Services].

Geneva Area City Schools, Ohio.
Note—60p.; For related documents, see CE 003 765-71 and CE 003 763-4

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Education, Career Opportunities, *Curriculum Guides, Elementary Education, *Environmental Education, Food Processing Occupations, *Food Service Occupations, Grade 6, *Health Education, Health Occupations Education, Learning Activities, Nutrition Instruction, Occupational Information, Resource Materials, Resource Units, Teacher Developed Materials

Four curriculum units for the sixth grade level focus on: (1) food production and nutrition, (2) food services, (3) physical and mental health, and (4) environmental conservation. Each unit's behavioral unit objectives emphasize career possibilities in the industries related to the unit's topic. A chart format is used to list suggested content questions, teaching techniques and learning activities, and learning resources and materials. Culminating activities conclude the physical and mental health and the environmental conservation units. Resource lists are provided for each unit except the first, and include: books, flannel boards, poster cards, film and cassette units, kits, study prints, story boards, filmstrips, and records. (SD)

ED 106 601 CE 003 773
Career Education Program: Geneva Area City Schools. [Grade 9 Unit: Leisure Work].

Geneva Area City Schools, Ohio.
Note—13p.; For related documents, see CE 003 765-72 and CE 003 774

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Education, Career Planning, *Curriculum Guides, Grade 9, Learning Activities, *Leisure Time, Occupational Information, Pilot Projects, *Recreational Activities, Resource Materials, Secondary Education, Teacher Developed Materials

The curriculum unit was used in a two-week pilot program on leisure industries. The class met five periods per week for forty minutes per period. Behavioral objectives specify that students will be able: (1) to define leisure, vacation, rest, relaxation, avocation, secondary career, service industry, and leisure or recreation industry; (2) to describe the transition from goods to service in-

dustries that will occur in America; and (3) to outline a career or avocation for themselves based on what the class can explore and their own interests. A chart format is used to list suggested content questions, teaching techniques, and learning activities, resources and materials, and teachers' own materials. A list of materials, visual aids, and speakers for the unit includes publications, filmstrips, posters, films, and speakers from the Geneva, Ohio, area who spoke on various community services. A log of daily lesson plan activities for the two-week period is included, along with a bibliography of book, films, and filmstrips. (SD)

ED 106 602 CE 003 774

Career Education: Geneva Area City Schools.
[EMR Units: What Am I Like? and From the Ground to the Table].

Geneva Area City Schools, Ohio.

Note—33p.; For related documents, see CE 003 765-73.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Education, *Curriculum Guides, *Educable Mentally Handicapped, Elementary Education, Food Processing Occupations, Food Service Occupations, *Health Education, Health Occupations Education, Learning Activities, Resource Materials, Resource Units, Self Care Skills, Self Concept, Special Education, Teacher Developed Materials

Two curriculum units for educable mentally retarded (EMR) students focus on: (1) developing a good self image and an appreciation for proper hygiene, and (2) understanding food purchasing and distribution and the need for budgeting food money. Each unit includes the objective of making EMR students more aware of careers available either in the food services or public health fields. The food service unit is directed toward the intermediate EMR level; the self-awareness and hygiene unit is geared toward the primary EMR class, but the ideas it contains could also be taught in more depth on the intermediate level. A chart format is used to list suggested content questions, teaching techniques and learning activities, and resources and materials. A black column is provided for teachers to include their own materials. Culminating activities conclude each unit's activities, followed by a list of resources. (SD)

ED 106 603 CE 003 775

Cottrell, Milford C., Ed.
World of Work: Elementary School Career Education: Available Units.

Utah State Board for Vocational Education, Salt Lake City.

Pub Date 74

Note—95p.; For related documents, see CE 003 776-8

Available from—World of Work Office, Provo School District, P.O. Box 949, Provo, Utah 84601 (\$1.25 per unit); Part of the text printed on colored paper may not reproduce clearly

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, *Catalogs, Elementary Education, Integrated Curriculum, Learning Activities, Resource Guides, *Resource Units, *Teacher Developed Materials

Identifiers—*World of Work

The Utah World of Work Project focused on career awareness for elementary children, with the objectives of assisting elementary children to become aware of themselves, their potential, the world about them, and how people function in the working world. The project personnel and teachers developed and field tested units of study which could be adopted into the existing curriculum. Each unit contains sufficient lessons to cover the unit topic; each lesson contains the major concept to be taught, the objective to be reached, and suggested learning activities, with appropriate resources either included or suggested. The catalog provides a summary of content and suggested activities for 92 units now available, organized by grade level and coordinated with appropriate curriculum areas and World of Work Project objectives. These relationships are also presented in chart form, to assist teachers in the selection of units. The catalog section is followed by an outline of a unit including a sample lesson. A list of project-

developed materials for a World of Work Career Education Training Program for preservice and inservice teachers is also included. (SA)

ED 106 604 CE 003 776

My Parent's Work from A to Z: World of Work Project: Social Studies: Kindergarten.

Utah State Board for Vocational Education, Salt Lake City.

Note—61p.; For related documents, see CE 003 775 and CE 003 777-8

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Awareness, Career Education, *Curriculum Guides, Integrated Curriculum, Kindergarten, *Learning Activities, Lesson Plans, Primary Education, Resource Materials, *Resource Units, Social Studies, Work Attitudes

Identifiers—*World of Work

The document is one of the teaching units developed by the Utah World of Work Project, designed to integrate career awareness into the regular curriculum at the elementary level. The kindergarten level guide is tied to the social studies area and focuses on eight work-related concepts and objectives covering the relationships between work and pay, choice of work, and work attitudes. Detailed learning activities and resource materials are provided for each concept, and suggestions are included for additional resources. (SA)

ED 106 605 CE 003 777

Anderson, Nancy

The Orthodontist, Our Friend: World of Work Project: Fifth Grade: Health.

Utah State Board for Vocational Education, Salt Lake City.

Note—37p.; For related documents see CE 003 775-6 and CE 003 778

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Awareness, Career Education, Career Opportunities, *Curriculum Guides, *Dental Health, *Dentists, Elementary Education, Grade 5, Health Education, Integrated Curriculum, Learning Activities, Occupational Information, Resource Materials, *Resource Units

Identifiers—*World of Work

The document is one of the teaching units developed by the Utah World of Work Project, designed to integrate career awareness into the regular curriculum at the elementary level. The fifth grade guide is tied to the health education area and focuses on the work of the orthodontist in terms of understanding what an orthodontist does, learning what orthodontic treatment involves, developing a knowledge of dental health in general, and developing awareness of career possibilities in the dental profession. Five lessons including learning activities and resource materials are provided, organized by content and objective, and suggestions are included for additional resources. (SA)

ED 106 606 CE 003 778

Forest Services: World of Work Project: Fifth Grade: Science.

Utah State Board for Vocational Education, Salt Lake City.

Note—65p.; For related documents, see CE 003 775-77

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Awareness, Career Education, Conservation Education, *Curriculum Guides, Elementary Education, *Forestry, *Forestry Occupations, Grade 5, Integrated Curriculum, Learning Activities, Occupational Information, Resource Materials, *Resource Units, Science Curriculum

Identifiers—*World of Work

The document is one of the teaching units developed by the Utah World of Work Project, designed to integrate career awareness into the regular curriculum at the elementary level. The fifth grade guide is tied to the science area and focuses on conservation as practiced by Forest Service workers; the growth cycle of forests and the management of forest lands with respect to forage, recreational activities, wood, water, and wildlife; and career opportunities at both professional and nonprofessional levels. Twelve lessons including learning activities and resource materials are provided, organized by concept and objec-

tive, and suggestions included for additional resources. (SA)

ED 106 607 CE 003 779

Suggested Guidelines for Career Education Workshops.

Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date 18 May 73

Note—27p.; Guidelines developed at "Workshop on Workshops" (Seattle, Washington, May 1973)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, *Guidelines, *Inservice Teacher Education, Planning, *Teacher Workshops

A perceived need for teacher inservice workshops aimed at developing the career education effort led to the holding of a Workshop on Workshops in Seattle, Washington, which produced this guide to the preparation and running of inservice workshops to acquaint teachers with career education concepts and with the integration of these concepts into the regular school program. Suggestions are offered for the step-by-step planning of workshops adapted to local needs, within the framework of the following headings: preworkshop, desired workshop participant competencies (attitudes, knowledge, and skills), workshop content, suggested methods and techniques, and post workshop. Techniques suggested by participants at the workshop at which these guidelines were prepared are appended, together with a list of participants, a self-evaluation inventory for teachers, and a suggested pre/posttest for workshop participants. (SA)

ED 106 608 CE 003 780

Career Education Curriculum Materials: Georgia, Mississippi, South Carolina, North Carolina.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 73

Note—95p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Agribusiness, Agriculture, *Annotated Bibliographies, Business Education, Career Choice, *Career Education, Career Planning, *Curriculum Guides, Distributive Education, Home Economics, *Instructional Materials, Office Occupations Education, *Secondary Education, Special Education, Trade and Industrial Education, Vocational Education

Identifiers—*Career Exploration

The guide, which represents part of the product of the National Network for Curriculum Coordination in Vocational/Technical Education, presents descriptive and bibliographic information about career education curriculum materials submitted by representatives of Georgia, Mississippi, and North and South Carolina to the Research and Curriculum Unit at the Mississippi State University. The format of each entry is: title, content/discipline area, grade level, type of material, career level, intended user, general description, author(s), publisher, date of publication, number of pages, cost, source of availability, information submitted by, and State. Headings of entries (with the number of entries in parentheses) include: career exploration (three Ga., five Miss., seven S.C., two N.C.); career preparation (three Ga., four Miss., one S.C., 11 N.C.); career entry and advancement (four Miss., one Ga.); career awareness (two Miss.); consumer and homemaking education (seven Miss.); business and office (six Miss., five S.C.); agribusiness and natural resources (21 Miss., five S.C.); marketing and distribution (six Miss.); distributive education (16 S.C.); home economics (five S.C.); trade and industrial education (nine Miss., 17 S.C.); special education (three S.C.); and miscellaneous (two Ga., four Miss.). All entries were published since 1964, and all are at the secondary school level. (JR)

ED 106 609 95 CE 003 781

Master Index for Elementary Awareness Guides.
Watertown Independent School District 1, S. Dak.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—13p.; For related documents, see CE 003 782-787

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, *Elementary Education, *Indexes (Locaters)

The index describes the contents of the six-volume articulated elementary career education guide and is organized according to the eight levels of career awareness covered by the series: self-awareness, career awareness, economic awareness, beginning competency, appreciation—attitudes, decision making, education awareness, and employability. It is arranged by grade level and lists for each successive volume the lesson titles, subject area, career cluster, and volume page numbers appropriate to each grade level. (JR)

ED 106 610 95 CE 003 782

Elementary Career Education Guide, Volume 1: Self Awareness.

Watertown Independent School District 1, S. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—91p.; For related documents see CE 003 781 and CE 003 783-7

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, *Curriculum Guides, Early Childhood Education, *Elementary Education, Identification (Psychological), Individual Development, Integrated Curriculum, Learning Activities, Occupational Clusters, Perception, Primary Education, Resource Materials, *Self Actualization, Self Concept, Self Esteem, Teaching Procedures

Volume 1 of the six-volume articulated elementary education career guide deals with the self-awareness level of career awareness and aims at developing student self-identity. The lessons in the volume are divided and color-coded by grade level (early childhood, primary levels one, two, and three, and intermediate levels one, two, and three corresponding respectively with grades K-six), and are categorized by subject area and career cluster (12 clusters in all). Each lesson includes references, instructional objectives, input (procedures), output (activities), and evaluation. Representative unit titles include: "Self Understanding and the Use of Puppet Playmates" for early childhood; "Developing Understanding of Self and Other Kids," "Workers Who Cooperate," and "Bulletin Board Ideas" for the primary levels; and "Who Am I?," "Being and Becoming," "Newspaper Unit," and "Achieving Success in the World of Jobs" for intermediate levels. Altogether there are five lessons for early childhood, nine for the primary levels, and 18 for the intermediate levels. (JR)

ED 106 611 95 CE 003 783

Elementary Career Education Guide, Volume 2: Career Awareness—Primary.

Watertown Independent School District 1, S. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—103p.; For related documents see CE 003 781-2 and CE 003 784-7

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Career Awareness, Career Choice, *Career Education, Career Planning, Careers, *Curriculum Guides, Early Childhood Education, Elementary Education, Instructional Materials, Integrated Curriculum, Learning Activities, Occupational Choice, *Occupational Clusters, Primary Education, Resource Materials, Self Actualization, Teaching Procedures

Volume 2 of the six-volume articulated elementary education career guide deals with the career awareness level of career education and aims at developing student career identity. The lessons in the volume are divided and color-coded by grade level (early childhood, primary levels one, two, and three corresponding respectively with grades K-three, and are categorized by subject area and career cluster (12 clusters in all). Each lesson includes references, instructional objectives, input (procedures), output (activities), and evaluation. Representative unit titles include: "School Workers," and "Mother's Career" for early childhood; "A Carpenter and His World of Work," "Occupational Study Via Peabody Kit No. 2," "

Career Awareness and Workers of the Week," "Rocks, Minerals and Career Education," and "What Will I Be From A-Z?" for the primary levels. Altogether there are three lessons for early childhood and 36 for primary levels. (JR)

ED 106 612 95 CE 003 784

Elementary Career Education Guide, Volume 2B: Career Awareness—Intermediate.

Watertown Independent School District 1, S. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—103p.; For related documents, see CE 003 781-787

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Career Awareness, Career Choice, *Career Education, *Career Planning, Careers, *Curriculum Guides, Elementary Education, Enrichment Activities, Instructional Materials, Integrated Curriculum, Learning Activities, Occupational Choice, *Occupational Clusters, Resource Materials, Self Actualization, Teaching Procedures

Volume 2B of the six-volume articulated elementary education career guide deals with the career awareness level of career education and aims at developing student career identity. The lessons in the volume are divided and color-coded by intermediate grade levels 1-3 corresponding respectively with grades 4-6 and are categorized by subject area and career cluster (12 clusters in all). Each lesson includes references, instructional objectives, input (procedures), output (activities), and evaluation. Representative unit titles of the 41 lessons in the volume include: "Constructing a Newspaper in a Classroom Setting," "Role of the Ecologist," "Careers Found by Minority Workers," "Cheese Factory Production and Work," "Recognition of Local Trees," "Occupational Montage," and "Study of the United States." Instructional materials include a play script, tests, and sample forms. (JR)

ED 106 613 95 CE 003 785

Elementary Career Education Guide, Volume 3: Economic Awareness.

Watertown Independent School District 1, S. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—66p.; For related documents, see CE 003 781-787

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, *Consumer Economics, Consumer Education, *Curriculum Guides, Economic Education, Economics, Elementary Education, Enrichment Activities, Instructional Materials, Integrated Curriculum, Learning Activities, Money Management, Money Systems, *Occupational Clusters, Occupations, Primary Education, Resource Materials, Teaching Procedures

Volume 3 of the six-volume articulated elementary education career guide deals with the economic awareness level of career awareness and aims at developing student economic understanding. The lessons in the volume are divided and color-coded by grade level (primary levels 2 and 3 and intermediate levels 1, 2, and 3 corresponding respectively with grades K-6), and are categorized by subject area and career cluster (12 clusters in all). Each lesson includes references, instructional objectives, input (procedures), output (activities), and evaluation. The consumer-homemaker cluster is emphasized. Representative unit titles include: "Department Store Real Life Experiences," "Consumers, Products, and Services," and "A Play Store Becomes a Real Life Experience" for primary levels; and "Spelling Occupational Titles," "Understanding Production, Distribution, and Consumption," "Banking (A Mini Unit)," and "Some Workers Produce Goods, Others Produce Services, or Both" for intermediate levels. (JR)

ED 106 614 95 CE 003 786

Elementary Career Education Guide, Volume 4: Beginning Competency.

Watertown Independent School District 1, S. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—122p.; For related documents see CE 003 781-787

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, *Curriculum Guides, Early Childhood Education, Elementary Education, Instructional Materials, Integrated Curriculum, *Job Skills, Learning Activities, *Occupational Clusters, Occupations, Primary Education, Resource Materials, Skill Development, Teaching Procedures, Vocational Development

Volume 4 of the six-volume articulated elementary education career guides deals with the beginning occupational competency level of career awareness and aims at developing student employable skills. The lessons in the volume are divided and color-coded by grade level (early childhood, primary levels 1-3, and intermediate levels 1-3 corresponding respectively with grades K-6), and are categorized by subject area and career cluster (12 clusters in all). Each lesson includes references, instructional objectives, input (procedures), output (activities), and evaluation. Learning activities focus on a beginning understanding of work skills. Representative unit titles include: "Discovering Apples," for early childhood; "Wheels That Help Us Work," "Making Rock Critters," and "Career Education Assists in Teaching Maps and Globes" for primary levels; and "Electrical Workers in the World of Work," "Simulating Weather Forecasting," and "Building a City" for intermediate levels. Altogether there are two lessons for early childhood, 10 for the primary levels, and 12 for the intermediate levels. (JR)

ED 106 615 95 CE 003 787

Elementary Career Education Guide, Volume 5: Appreciation-Attitudes, Decision Making, Educational Awareness, and Employability.

Watertown Independent School District 1, S. Dak.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Note—90p.; For related documents see CE 003 781-786

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Attitudes, *Career Awareness, *Career Education, *Curriculum Guides, Decision Making, Early Childhood Education, Educational Attitudes, Elementary Education, Evaluation, Individual Development, Instructional Materials, Integrated Curriculum, Job Skills, Learning Activities, *Occupational Clusters, Primary Education, Resource Materials, Teaching Procedures

Volume 5 of the six-volume articulated elementary education career guide deals with the appreciation—attitudes, decision making, educational awareness, and employability levels of career awareness and aims at developing student social self-fulfillment, career decisions, educational identity, and career placement. The lessons in the volume are divided and color-coded by grade level, and are categorized by subject area and career cluster. Each lesson includes references, instructional objectives, procedures, activities, and evaluation. Representative unit materials include: (1) for appreciation—attitudes at the early childhood and primary levels (grades K-3), "My Friend the Policeman (What Policemen Do)" and "Public Services and the World of Work," (2) for decision making at the primary and intermediate levels (grades 3-6), "Conservation and the World of Work" and "Figure It Out," (3) for educational awareness at primary and intermediate levels, "Mathematics and Workers in the Classroom Store" and "Computers, Base Two, and Educational Awareness," and (4) for employability at primary and intermediate levels (grades 3, 5, and 6), "Design to Teach Employability to Primary Children" and "Requirements in the World of Jobs." (JR)

ED 106 616 95 CE 003 788

Herzog, Douglas
Career Clusters: What They Are and How to Use Them: Counselor Guide.

South Dakota Career Education Project, Watertown.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 23 Jan 74

Grant—OEG-0-73-5291

Note—29p.; For related documents see CE 003 790-1

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Career Choice, *Career Education, Career Planning, Careers, Cluster Grouping, Elementary Secondary Education, Guides, *Interest Scales, Interest Tests, *Occupational Clusters, Occupations, Student Interests, *Taxonomy, Vocational Development

Identifiers—Cluster Interest Inventory

The guide describes the Cluster Interest Inventory which is designed to familiarize students with the job contents of each of 13 career clusters developed by South Dakota's exemplary career education project. The bulk of the guide (16 pages) describes in detail the various career clusters with the following specificity: career cluster; job family; Dictionary of Occupational Titles code number; and the occupational title. Although the list does not cluster all occupations it does include many of the most common ones. Five pages of the guide are devoted to the Cluster Interest Inventory, a student self-interest scale. Part one is a clustered list of occupations so arranged that the student may check his career preference (like, uncertain, or dislike) and thus single out several clusters for further investigation. Part two permits students to rank their interest (high, medium, and low) in school subjects and sports and hobbies for comparison with their selections in part one. (JR)

ED 106 617 CE 003 790

Herzog, Douglas

Cluster Interest Inventory.

South Dakota Career Education Project, Watertown.

Note—6p.; For related documents see CE 003 788 and CE 003 791

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Career Choice, *Career Education, *Career Planning, Careers, Cluster Grouping, *Interest Scales, Interest Tests, *Occupational Clusters, *Occupations, Secondary School Students, Student Interests, Vocational Development

Identifiers—Cluster Interest Inventory

The Cluster Interest Inventory is designed to familiarize students with representative occupations in 13 career clusters: (1) agribusiness and natural resources, (2) business marketing, and office occupations, (3) communications and media, (4) consumer and homemaker, (5) fine arts and humanities, (6) health, (7) manufacturing and processing, (8) personal service, (9) public services, (10) recreation, tourism, and leisure time, (11) science, environment, and engineering, (12) trades, and (13) transportation. The Inventory is a student self-interest scale composed of two parts. Part one is a clustered list of occupations arranged so that the student may check his career preference (like, uncertain, or dislike) and thus single out several clusters for further investigation. Part two permits students to rank their interest (high, medium, and low) in school subjects, sports, and hobbies for comparison with their selections in part one. (JR)

ED 106 618 CE 003 791

Anderson, W. R., Ed.

Decisions for Living: A Guide for Personal Planning.

South Dakota Career Education Project, Watertown.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—OEG-0-73-5291

Pub Date 74

Note—116p.; For related documents see CE 003 788 and CE 003 790

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Career Planning, Employment Interviews, Entry Workers, *Guides, High School Graduates, *High School Students, *Job Application, Money Management, Recordkeeping, *Records (Forms)

The guide aims to prepare students for the transition from school to earning a living and has three purposes: relevance, reference, and record keeping. The guide includes discussions and sample forms, ranging in length from 2 to 26 pages on: personal information (20 pages); individual values (5 pages); finding a job (2 pages); letters of application (4 pages); the application form (4

pages); preparing a resume (6 pages); the job interview (7 pages); handling the job (9 pages); career planning information for juniors and seniors (9 pages); types of insurance and income tax, and financial forms (26 pages); and local government services and legal and consumer terms (7 pages). (JR)

ED 106 619 CE 003 792

Developing Career Education; K-2 Instructional Units.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Note—210p.; For Grades 3-6 and 7-12, see CE 003 793-794

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—*Activity Units, Career Awareness, *Career Education, *Curriculum Guides, Educable Mentally Handicapped, Grade 1, Grade 2, Instructional Materials, Integrated Curriculum, Kindergarten, *Occupations, Primary Grades, Resource Guides, Special Education, Teacher Developed Materials, Units of Study (Subject Fields), *Vocational Development

The guide presents instructional units aimed at developing career education for grades K-2. Each unit provides detailed objectives, activities, resources, and evaluations, and in some units the objectives are further detailed in relationship to the following subjects: mathematics, language arts, social studies, guidance, music, physical education, art, and the library. Topics include: knowing myself, home and family, school, and school workers (kindergarten); bakers, barbers and beauticians, food and beverage workers, and domestic animal care (primary grade special education students, especially educable mentally handicapped); an assortment of service occupations, and wheel, water, and air transportation systems and workers (first grade); and assorted skilled trade, professional, and service occupations (second grade). (JR)

ED 106 620 CE 003 793

Developing Career Education; Grades 3-6 Instructional Units.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Note—203p.; For grades K-2 and 7-12, see CE 003 792 and 794

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—*Activity Units, Career Awareness, *Career Education, *Curriculum Guides, Elementary Education, Grade 3, Grade 4, Grade 5, Grade 6, Instructional Materials, Integrated Curriculum, Intermediate Grades, *Occupations, Resource Guides, Teacher Developed Materials, Units of Study (Subject Fields), *Vocational Development

The guide presents instructional units aimed at developing career education for grades 3-6. Each unit provides detailed objectives, activities, resources, and evaluations, and in some units the objectives are further detailed in relationship to the following subjects: mathematics, language arts, social studies, guidance, music, physical education, art, and the library. Topics (arranged by grade in the guide) include: communication systems and workers, environmental control and planning, agriculture, forestry, food and nutrition, soil conservation (with extra study questions), hospitals, leisure time and recreation, land transportation, manufacturing and mining, and other employment opportunities. (JR)

ED 106 621 CE 003 794

Developing Career Education; 7-12 Instructional Units.

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Note—131p.; For Grades K-2 and 3-6, see CE 003 792-793

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Activity Units, Business Education, Career Awareness, *Career Education, *Curriculum Guides, Decision Making, Educational Attitudes, Instructional Materials, Junior High Schools, *Occupations, Resource Guides, Secondary Education, Self Actualization, Teacher Developed Materials, *Vocational Development

The guide presents instructional units aimed at developing career education for grades 7-12.

Each unit provides detailed objectives, activities, resources, and evaluation methods; several units also include related activities, instructional materials, and worksheets. Topics (arranged by grade in the guide) include: plot development; art; building America; character study; highway maps; communication skills; environmental awareness and pollution; geologists and petrologists; skin care and requirements for cosmetology school; State constitution; justice in the courts; consumer economics; business forms, data processing, and bookkeeping (for general business students); adding machines; careers in clothing and textiles; projects and occupations in chemistry, physics, and biology (with specific career information); first aid; and technical reading. (JR)

ED 106 622 CE 003 795

Frobese, Denise C.

Handbook of Career Information Resources.

New Jersey State Dept. of Education, Trenton.

Bureau of Occupational Research.

Pub Date Nov 74

Note—169p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Audiovisual Aids, *Career Education, Cluster Grouping, Elementary Secondary Education, *Instructional Aids, *Occupational Clusters, Occupations, Organizations (Groups), *Resource Guides, *Resource Materials, Vocational Education

The guide listing instructional resources for career education is organized according to the 15 occupational clusters developed by the U. S. Office of Education: agribusiness and natural resources, business and office, communications and media, construction, consumer and homemaking education, environment, arts and humanities, health, hospitality and recreation, manufacturing, marine science, marketing and distribution, personal services, public services, and transportation. For each cluster the guide lists job families with a large number of typical occupations, and provides many titles of teaching aids, films, pamphlets, and names of organizations and addresses from which the materials may be procured. (JR)

ED 106 623 CE 003 796

A Developmental Approach to Career Guidance, Counseling and Placement: New Hampshire Guidelines.

New Hampshire State Dept. of Education, Concord.

Pub Date Aug 74

Note—124p.; For related document, see CE 003 797

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, Classroom Guidance Programs, *Curriculum Guides, Decision Making Skills, Fused Curriculum, Group Activities, High School Curriculum, Instructional Materials, *Learning Activities, *Occupational Guidance, Placement, *Program Development, Secondary Education, State Programs, Teaching Models, Vocational Counseling, Vocational Development, Work Attitudes

The five-part document consists of a developmental model aimed at providing guidance personnel and others with activities to: integrate career related activities into the secondary school curriculum, provide a greater degree of accountability by guidance personnel for students' career needs, enhance school curriculum and develop student self-awareness. The New Hampshire model utilizes group approaches to involve counselors, teachers, and students in developing career planning and decision-making skills. The eight learning activities in section 3 deal with attitudes and values. In section 4, the 11 activities revolve around decision-making, and the 18 activities in section 5 focus on the world of work. Each unit contains either an introduction, rationale, or definition of terms, with each lesson organized into objectives, activities, and resources. Appendix A contains referenced activities from the units (games; simulations; worksheets; exercises related to peer counseling, cooperation, and decision making; discussion questions; readings; sample job descriptions sheets; and employment forms). Appendix B contains unreferenced but related materials and activities (Kuder interest inventory, strategies,

evaluation forms, suggestions for resource files and field trips, activity forms, and bibliography). (JB)

ED 106 624 95 CE 003 797
Developmental Career Education: Primary Years.
New Hampshire State Dept. of Education, Concord.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74
Note—50p.; For related document, see CE 003 796

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Education, *Career Planning, *Enrichment Activities, *Goal Orientation, *Guidelines, *Learning Activities, *Occupational Aspiration, *Primary Education, *Primary Grades, *Self Concept, *Vocational Development

The series of activities are designed to provide experiences for primary grade students to: formulate goals, develop positive self-concepts, develop positive attitudes, evaluate career decisions, and adjust toward their career aspirations. The 36 activities focus on: self-awareness, values, personal growth and interests, work, occupational clusters, relationship between school and work, decision making, change, production, skill development, item costs, selling, news sources, housing, tools, occupational characteristics, job application, careers notebooks, careers clubs, geographic locations of occupations, research, work and family, responsibility at home, schedule planning, interdependency of workers, and group work. Each activity description includes materials needed and preparatory tasks. Activities involve simulations, role playing, collages, notebooks, group work, visual displays, interviews, discussion, murals, demonstrations, audio-visual aids, and field trips. The occupational clusters explored in the lessons and suggestions for several lessons are appended. (JB)

ED 106 625 95 CE 003 799
Law, Gordon F., Jr., Ed.

New Jersey Career Guidance Guide: Report of New Jersey Career Guidance Conferences, 1973-74.

New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date 74
Grant—OEG-0-71-4660
Note—202p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Attitude Tests, *Career Education, *Conference Reports, Curriculum Development, *Educational Assessment, Elementary Secondary Education, *Guidance Objectives, Guidance Services, Individual Needs, *Interest Tests, Models, Prognostic Tests, Program Development, Self Concept Tests, Speeches, Student Needs, Student Testing, Test Reliability, Test Reviews, Workshops

The first section of the guide contains the text of two speeches dealing with the current challenges of career education and the school counselor, presented at the 1972 New Jersey Regional Career Education Conferences. The second and larger section contains a variety of materials resulting from a series of conferences in 1973 aimed at developing goals and objective statements for career guidance and constructing a framework for a career guidance model which would emphasize student needs assessment. The materials include program management charts, descriptions of workshops, and the step-by-step development of a local career education curriculum. Worksheets and lists of concepts and outcomes covering various phases of career education are included. A chapter discusses the improvement of guidance services, listing objectives, outcomes, and activities in column format. Another chapter presents an introductory discussion of the development of a pre-counseling survey instrument and a draft of the instrument itself, prepared by workshop participants. A 64-page appendix offers descriptions and reviews of 24 career education assessment instruments for grades K-12, many of which are examined in detail. (MDW)

ED 106 626 CE 003 800
Adult Education in British Columbia.

British Columbia Univ., Vancouver. Adult Education Research Centre.

Pub Date 73
Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Education, *Adult Education Programs, Adults, Educational Resources, Foreign Countries, Institutional Role, Learning, *Student Characteristics, Student Interests, *Surveys, Tables (Data)
Identifiers—*British Columbia

The report of adult education in British Columbia is a preliminary survey of a sample of educational programs for adults in the Province. The report discusses three varieties of adult self-education (casual contacts, structured events, and self-directed learning) and concludes that the hidden costs and deficiencies of such learning are enormous and frequently discourage many adults from desiring to learn. Based on a concluded necessity and expediency of providing organized and directed educational programs for adults, the report surveys various institutions' involvement in adult education: Department of Education; other Provincial government departments; Federal government; business, industry, and labor; community recreational centers; religious groups; voluntary agencies; proprietary schools; cultural institutions; and professional associations. The report also summarizes the results of recent research into the nature of individual participation on adult education with respect to: personal characteristics; socio-economic characteristics; residence factors; attitudes; attendance and dropout; and learning needs. The report agrees with earlier recommendations for the creation of a Director of Adult Education and a Council of Adult Education in the Provincial Department of Education, and favorably reports on studies made in Ontario, Saskatchewan, and Alberta suggesting the extension of educational opportunities to the total population. (JR)

ED 106 627 CE 003 801
Gram, Rita And Others

Career Development Guides: Elementary: Primary-K-3, Intermediate-4-5.

University City School District, Mo.

Pub Date 74
Note—53p.; For related documents see CE 003 802-7

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, *Curriculum Guides, Elementary Education, *Elementary Grades, Individual Development, Instructional Materials, Resource Materials, Self Concept, Teacher Developed Materials, Unit Plan, *Vocational Development

The career awareness guide is designed to help elementary school children develop an awareness of themselves as persons and as members of a community as well as an appreciation of the richness in variety and choice in the world of work. The lessons are designed to minimize the need for teacher research, contain materials which are readily available, and provide objectives, activities, resources, and evaluation. Topic headings for primary grades (K-three) cover awareness of self in relation to others, awareness of careers in the community, and career choice. A supplementary list of materials for the primary grades includes films, a wish auction, a job application, and a worker evaluation form. Topic headings for the intermediate grades four and five include positive attitude toward oneself and awareness of oneself as a social being, occupational awareness in the sense of knowing the operation of the working world and cultivating good work habits, and active exploration of the world of work. Supplemental activities for the intermediate grades include games, role playing, projects, field trips, and interviews. Appended attachments include: an interest inventory, a background information form, a job application form, a worker interview questionnaire, questions for class discussion, and an employee critique sheet. (JR)

ED 106 628 CE 003 802
Foster, Faith And Others

Career Development Guides: Middle School: Grades Six and Seven.

University City School District, Mo.

Pub Date 74
Note—89p.; For related documents see CE 003 801 and CE 003 803-7

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, *Curriculum Guides, Elementary Education, Elementary Grades, *Grade 6, *Grade 7, Instructional Materials, Learning Activities, Middle Schools, Occupational Clusters, Resource Materials, Teacher Developed Materials, Unit Plan, Vocational Development, Work Attitudes

The guide to career development in the middle school grades covers three domains of career education: self awareness, career awareness, and work attitudes. The guide's aim is to convey to students in the sixth and seventh grades the wide choice of occupations from which they can choose. Under the heading of each domain, several goals and objectives, a wide variety of suggested activities and their outcome, and resources are presented. Representative activities include: games, films, interviews, writing exercises, research and other projects, self evaluation exercises, and various occupation related exercises. For the first domain the grade levels are separated; for the other two they are not. For the self awareness domain, the guide contains approximately 20 pages of material; for career awareness, approximately 27 pages; and for positive attitudes toward work, approximately 15 pages. A 17-page appendix diagrams 14 career clusters according to academic subjects. (JR)

ED 106 629 CE 003 803
Harrod, James

Career Development Guides: Career Awareness Through Afro-American Literature.

University City School District, Mo.

Pub Date 74
Note—15p.; For related documents see CE 003 801-2 and CE 003 804-7

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—African American Studies, *Career Awareness, Career Education, Civil Rights, *Curriculum Guides, Individual Development, Instructional Materials, Negroes, *Negro Literature, Resource Materials, Secondary Education, *Secondary Grades, Self Concept, Teacher Developed Materials, *Unit Plan, Vocational Development

The guide contains a secondary school unit plan in Afro-American literature geared toward enhancing the students' concept of career through self-awareness, educational awareness, and career awareness. At the same time, it is aimed at developing students' general language skills. Units outline goals, developmental objectives, performance activities, and outcome measures. Unit topics include "Who Does Your Thinking for You?", "Know Thyself," "Civil Rights," and "Careers." Supplemental lists provide suggested additional activities and instructional materials (mostly literary sources grouped by lesson unit and degree of reading difficulty, but also filmstrips, movies, and tapes). (JR)

ED 106 630 CE 003 804
Phillips, Joyce

Career Development Guides: Guidance Career Unit.

University City School District, Mo.

Pub Date 74
Note—22p.; For related documents see CE 003 801-3 and CE 003 805-7

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Awareness, Career Education, *Curriculum Guides, *Educational Guidance, Employment Qualifications, English, Guidance Counseling, Individual Development, Instructional Materials, Resource Materials, Secondary Education, *Secondary Grades, Self Concept, Social Studies, Teacher Developed Materials, Team Teaching, *Unit Plan, Units of Study (Subject Fields), Vocational Development

The guide contains a guidance unit for career development designed to be a part of a secondary school career English course and a social studies unit of study in which the guidance counselor team-teaches with the classroom teacher. The guidance unit is designed to last three to four weeks and is composed of three basic elements: self awareness, occupational awareness, and educational awareness. The social studies component aims at providing students with a certain knowledge of themselves and their own occupa-

tional preferences and potential through a series of discussions, readings, games, exercises, tests, and analyses of occupational clusters. The English component aims at developing reading, writing, speaking, and listening skills valuable to career education. The outline format of the presentation of the three basic elements listed above is: objective, activities, and evaluation procedure. Three pages of resources list sources for occupational and college information, and a five-page appendix provides an outline for a student career experience study. (JR)

ED 106 631 CE 003 805

Appel, Jeanette D.

Career Development Guides: Situational English.
University City School District, Mo.

Pub Date 74

Note—39p.; For related documents see CE 003 801-4 and CE 003 806-7

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Awareness, Career Education, *Curriculum Guides, Daily Living Skills, *English, Grade 8, Grade 9, Individual Development, Instructional Materials, Junior High Schools, *Junior High School Students, Resource Materials, Self Concept, Teacher Developed Materials, *Unit Plan, Units of Study (Subject Fields), Vocational Development

The guide provides lesson plans for a 12-week situational English course geared toward career development at the junior high school level. The course aims at increasing eighth- and ninth-grade student self-awareness, involving interested parents in classroom activities, and providing students with an opportunity to evaluate what they have learned about themselves and careers during the course. Each unit presents goals, developmental objectives, performance activities, and outcome measures. Activities include job explorations, interviews, speeches, lifestyle profiles, and special projects. Unit topics cover such things as career clusters, career profile diaries, leisure time activities, employee-employer relationships, reasons for working, personal preferences and dislikes, governmental structures, listening attitudes, oral and written skills used in business, and lifestyles of various careers. (JR)

ED 106 632 CE 003 806

Klayman, Steve

Career Development Guides: Sociology of Occupations.

University City School District, Mo.

Pub Date 74

Note—42p.; For related documents see CE 003 801-5 and CE 003 807

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Awareness, Career Education, *Curriculum Guides, Guidance Counseling, Individual Development, Instructional Materials, Learning Activities, Occupational Clusters, Resource Materials, Secondary Education, *Secondary Grades, Self Concept, *Sociology, Teacher Developed Materials, Team Teaching, Tests, *Unit Plan, Vocational Development

The guide contains a secondary school social studies unit for career development designed to be team-taught with the guidance counselor. The five-week unit aims at providing students with a certain knowledge of themselves and their own occupational preferences and potential through a series of discussions, readings, games, films, exercises, tests, and analyses of occupational clusters. The guide is oriented around three basic concepts: self-awareness, occupational awareness, and educational awareness. Each unit lists performance objectives, learning activities, and evaluation procedures. Appendices, which include a reproduction of Sections 2 and 3 of the P.E.C.E. Knowledge Test, assorted supplemental activities, and diagrams of 14 career clusters arranged according to academic subjects, comprise 27 pages of the document. (JR)

ED 106 633 CE 003 807

Becker, Carolyn

Career Development Guides: Child Development.
University City School District, Mo.

Pub Date 74

Note—43p.; For related documents see CE 003 801-6

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Awareness, Career Education, *Child Development, *Curriculum Guides, Employment Qualifications, Individual Development, Instructional Materials, Resource Materials, Secondary Education, *Secondary Grades, Self Concept, Teacher Developed Materials, *Unit Plan, Vocational Development

The guide contains a course outline and sample unit plans for a one-semester secondary school-level child development course geared toward career development. The detailed four-page course outline contains the following major headings: personality development and the family, stages of growth and development, techniques and skills in working with children, a child care facility, occupations in the child care field, educational and personality requirements for the child care worker, and parenthood. Three sample units of from 3 to 11 pages in length cover the three basic concepts of the course: self-awareness, occupational awareness, and educational awareness, and the first and third units also provide several pages of detailed resources (books, films, field trips, speakers, pamphlets, and resource kits). For each of the three units, concepts, behavioral objectives, learning activities, and evaluation suggestions are presented. Sample tests, exercises, and diagrams comprise an additional 11 pages of the guide. (JR)

ED 106 634 CE 003 808

Career Development Guide: Grades K-2.

Missouri State Dept. of Education, Jefferson City.

Research Coordinating Unit; Montgomery County R-2 Public Schools, Montgomery City, Mo.

Pub Date [73]

Note—100p.; For related documents, see CE 003 809-812

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Education, Career Planning, *Curriculum Guides, Early Childhood Education, *Elementary Education, Elementary Grades, Human Relations Units, Interpersonal Competence, *Kindergarten, Learning Activities, Models, Primary Education, *Social Studies, Social Studies Units, Vocational Development
Identifiers—Career Conscious Individual Career Education Model, Missouri

The social studies curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in all students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible life career roles; and to analyze and relate these roles to their present situations. The units center on the model's four basic interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives are outlined for grades K-2, 3-5, and 6-8 for both regular and special education. For K-2, the goals are concerned with: an awareness of self, others, and environment; the realization of individual differences; the development of a positive self-concept, of skills, and of decision making; and a comprehension of cooperation, of leisure, of job training, of different aptitudes, of the interrelation of school and future work, and of a variety of careers. The main portion of the document (70 pages) presents activities and outcomes for K-2 organized under domain, pertinent goal, and specific objective. (JB)

ED 106 635 CE 003 809

Career Development Guide: Grades 3-5.

Missouri State Dept. of Education, Jefferson City.

Research Coordinating Unit; Montgomery County R-2 Public Schools, Montgomery City, Mo.

Pub Date [73]

Note—104p.; For related documents, see CE 003 808-812

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Education, Career Planning, *Curriculum Guides, *Elementary Education, Elementary Grades, Human Relations Units, Human Resources, Interpersonal Competence, Learning Activities, Models, *Social Studies, Social Studies Units, Vocational Development
Identifiers—Career Conscious Individual Career Education Model, Missouri

The social studies curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in all students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible life career roles; and to analyze and relate these roles to their present situations. The units center on the model's four basic interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives are outlined for grades K-2, 3-5, and 6-8 for both regular and special education. For grades 3-5, the goals include: assessing one's characteristics; comprehending different lifestyles and occupations; developing positive self-concept; and developing an awareness of problems in interpersonal processes, of the interrelationship between education, environment, and work, of responsibilities within an occupation, of how work affects leisure, of learning as a continual process, and of the relationship between personality and career development. The main portion of the document (75 pages) presents activities and outcomes for grades 3-5 organized under domain, pertinent goal, and specific objective. (JB)

ED 106 636 CE 003 810

Career Development Guide: Grades 6-8.

Missouri State Dept. of Education, Jefferson City.

Research Coordinating Unit; Montgomery County R-2 Public Schools, Montgomery City, Mo.

Pub Date [73]

Note—75p.; For related documents, see CE 003 808-812

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Education, Career Planning, Communication Skills, *Curriculum Guides, Elementary Education, Home Economics, Human Relations Units, Human Resources, Industrial Arts, Interpersonal Competence, *Junior High Schools, *Language Arts, Learning Activities, Models, Sciences, *Social Studies, Social Studies Units, Vocational Development
Identifiers—Career Conscious Individual Career Education Model, Missouri

The curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible careers; and to analyze and relate these roles to their present situations. Utilizing language arts and social studies curricula, with several science, communication skills, home economics, and industrial arts lessons, the units center on the model's four interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives are outlined for grades K-2, 3-5, and 6-8 for both regular and special education. For grades 6-8, the goals involve: self-analysis; positive self-concept; use of communication skills; cooperation; understanding of environmental factors; positive attitudes and behavior; and knowledge of job competencies, of the career development process, of responsibilities of actions and decisions, of educational preparation, of necessary skills, and of communities and job locations. The main portion of the document (50 pages) presents activities and outcomes for the grades 6-8 organized under domain, pertinent goal, and specific objectives. (JB)

ED 106 637 CE 003 811

Career Development Guide: Grades 9-12.

Missouri State Dept. of Education, Jefferson City.

Research Coordinating Unit; Montgomery County R-2 Public Schools, Montgomery City, Mo.

Pub Date [73]

Note—72p.; For related documents, see CE 003 808-812

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Career Education, Career Planning, *Curriculum Guides, *High School Curriculum, High Schools, Human Resources, Interpersonal Competence, Learning Activities, Models,

*Psychology, Secondary Education, *Social Studies, Social Studies Units, Unit of Study (Subject Fields), Vocational Development
Identifiers—Career Conscious Individual Career Education Model, Missouri

The curriculum guide is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in students at all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible careers; and to analyze and relate these roles to their present situations. Utilizing social studies and psychology curricula with several English, business education, economics, contemporary issues, and physical education lessons, the document centers on the model's four interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives build on those of the elementary and intermediate grade levels to develop a positive self-concept, relate personal abilities to occupations, appreciate the value of work, and understand the relationship between work and a variety of factors. The main portion of the document (40 pages) presents activities and outcomes for the secondary level organized by subject area, domain, pertinent goal, and specific objective. (JB)

ED 106 638 CE 003 812
Career Development Guide: Special Education.
 Missouri State Dept. of Education, Jefferson City.
 Research Coordinating Unit; Montgomery County R-2 Public Schools, Montgomery City, Mo.
 Pub Date [73]

Note—93p.; For related documents, see CE 003 808-811

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Behavioral Objectives, *Career Education, Career Planning, *Curriculum Guides, *Elementary Secondary Education, Human Resources, Learning Activities, Models, *Special Education, Special Programs, Vocational Development

Identifiers—Career Conscious Individual Career Education Model, Missouri

The curriculum guide for Special Education is based on the Career Conscious Individual Career Education Model, designed to create career consciousness in students in all educational levels; to help them develop necessary life competencies, attitudes, and values; to assist them in visualizing possible careers; and to analyze and relate these roles to their present situations. Not restricted to specific subject areas, the lessons center on the model's four interrelated domains: self-knowledge and interpersonal skills, knowledge of work and leisure worlds, career planning knowledge and skills, and basic studies and occupational preparation. Objectives are designed especially for special education on the primary, intermediate, and secondary levels. Each lesson is directed toward one of the three levels. They involve: distinguishing ethnic and socioeconomic groups through art projects; identification of self and of individual differences; assessment of personal characteristics; self-analysis; social behavior through role playing; examination of dignity, respect, potential, and cooperation; awareness of basic social skills, interpersonal relations, and basic communications and mathematics skills; understanding of job training, educational preparation, and occupational classification; and career interests, decision-making, community resources, and knowledge of environment. The main portion of the document (85 pages) presents activities and outcomes organized under domain, pertinent goal, and specific objective. (JB)

ED 106 639 CE 003 813
Principles and Practices of Occupational Safety and Health: Administrator's Manual.

Occupational Safety and Health Administration, Washington, D.C.
 Report No.—OSHA-2211
 Pub Date [71]

Note—11p.; For related documents, see CE 003 814-819

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Accident Prevention, Administrator Guides, Check Lists, *Health Education, *Industrial Training, *Manuals, Programed Units,

***Safety Education, Standards, *Supervisory Training**

Identifiers—Occupational Health, Occupational Safety, Occupational Safety and Health Act 1970

The manual guides an instructor in conducting a training course for first-line supervisors to familiarize them with six aspects relating to the Occupational Safety and Health Act of 1970: (1) requirements of the Act, (2) compliance with its standards, (3) identification of health and safety hazards, (4) correction of adverse conditions, (5) record keeping required by the Act, and (6) effective principles and practices of occupational safety and health. As introductory materials, the manual presents a brief explanation of the Act, types of safety and health standards, and the Code of Federal Regulations in the Federal Register. An administrative duties checklist is presented, and three duties of the trainee are enumerated. Needed training materials are outlined together with instructions for ordering. A suggested format for the course is included. A presentation checklist covers items to be included at the trainee orientation meeting. (AG)

ED 106 640 CE 003 814
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet One.

Occupational Safety and Health Administration, Washington, D.C.
 Report No.—OSHA-2213

Pub Date [73]
 Note—49p.; For related documents, see CE 003 813-819

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 2915-00037, \$1.15)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Accident Prevention, Autoinstructional Aids, Federal Legislation, *Health Education, *Industrial Training, Instructional Materials, Manuals, Post Secondary Education, Programed Units, *Safety Education, *Study Guides, *Supervisory Training
Identifiers—Occupational Health, *Occupational Safety, Occupational Safety and Health Act 1970

The manual is the first of six student manuals for use in a course on occupational health and safety for supervisory personnel. The manual contains lessons 1-3 of the 15 consecutively-numbered lessons, each of which contains study questions (and answers) interwoven with the text and review questions at the end of each section. Lesson 1 (three pages) is a brief informative introduction to the problems of occupational health and safety with a set of instructions for the manual's use. Lesson 2 (28 pages) is an examination of the Occupational Safety and Health Act of 1970 with respect to definitions, permanent and temporary emergency standards, inspections, the Federal Register, citations and proposed penalties, the Occupational Safety and Health Review Commission, recordkeeping requirements, and State programs. Lesson 3 (15 pages) is a survey of the types of records kept by the employer, with sample forms and case histories. (JR)

ED 106 641 CE 003 815
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Two.

Occupational Safety and Health Administration, Washington, D.C.
 Report No.—OSHA-2214

Note—59p.; For related documents, see CE 003 813-819

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 2915-00038, \$1.05)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Accident Prevention, Autoinstructional Aids, *Health Education, *Industrial Training, Instructional Materials, Manuals, Post Secondary Education, Programed Units, *Safety Education, *Study Guides, *Supervisory Training
Identifiers—Occupational Health, *Occupational Safety, Occupational Safety and Health Act 1970

The manual is the second of six student manuals for use in a course on occupational health and safety for supervisory personnel. The manual contains lessons 4 and 5 of the 15 consecutively-numbered lessons, each of which con-

tains study questions (and answers) interwoven with the text and review questions at the end of each section. (Lesson 4 discusses the supervisor's role in eliminating injuries and illnesses in the workplace and covers techniques for identifying and correcting the hazardous acts and work conditions which cause accidents, the personal and job-related factors which contribute to occupational injuries, and the importance of exercising employer control to effectively prevent injuries and illness. Lesson 5 discusses procedures for investigating and reporting accidents and exposures to health hazards in the workplace, and covers the contents of the investigation report, recommendations for corrective action, and the use of the concepts of loss severity potential and probable recurrence rate in setting priorities for corrective action. (JR)

ED 106 642 CE 003 816
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Three.

Occupational Safety and Health Administration, Washington, D.C.

Report No.—OSHA-2215
 Note—56p.; For related documents, see CE 003 813-819

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 2915-00039, \$1.35)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Accident Prevention, Autoinstructional Aids, Federal Legislation, Health Conditions, *Health Education, *Industrial Training, Instructional Materials, Manuals, Post Secondary Education, Programed Units, *Safety Education, *Study Guides, *Supervisory Training

Identifiers—Occupational Health, *Occupational Safety, Occupational Safety and Health Act 1970

The manual is the third of six student manuals for use in a course on occupational health and safety for supervisory personnel. The manual contains lessons 6 and 7 of the 15 consecutively-numbered lessons, each of which contains study questions (and answers) interwoven with the text and review questions at the end of each section. Lesson 6 covers the recognition, evaluation, and control of hazards with specific reference to the Federal Register Occupational Safety and Health Act Standards. Lesson 7 discusses the identification and correction of safety and health hazards and covers the identification of problem areas, the types and plans of various kinds of inspections, and the use of several types of forms and reports. (JR)

ED 106 643 CE 003 817
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Four.

Occupational Safety and Health Administration, Washington, D.C.

Report No.—OSHA-2216
 Note—105p.; For related documents, see CE 003 813-819

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Accident Prevention, Autoinstructional Aids, Environmental Criteria, Fire Protection, First Aid, *Health Education, *Industrial Training, Instructional Materials, Manuals, Post Secondary Education, Programed Units, *Safety Education, *Study Guides, *Supervisory Training

Identifiers—Occupational Health, *Occupational Safety, Occupational Safety and Health Act 1970

The manual is the fourth of six student manuals for use in a course on occupational health and safety for supervisory personnel. The manual contains lessons 8-11 of the 15 consecutively-numbered lessons, each of which contains study questions (and answers) interwoven with the text and review questions at the end of each section. Lesson 8 discusses occupational health and environmental control and covers toxic materials, noise, airborne contaminants, lighting and radiation, and their internal and external effects on the human body. Lesson 9 discusses the basic types of personal protective equipment and covers the use of such equipment, its relation to the Occupational Safety and Health Act, and the implementation of a personal protective equipment program. Lesson 10 covers emergency care procedures and, with the aid of diagrams,

discusses measures to counteract cessation of breathing, severe bleeding, and traumatic shock. Lesson 11 discusses fire loss control and covers proper selection and use of fire extinguishers and education of employees in fire protection and control. (JR)

ED 106 644 CE 003 818

Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Five.

Occupational Safety and Health Administration, Washington, D.C.

Report No.—OSHA-2217

Note—63p.; For related documents, see CE 003 813-819

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 2915-00041, \$1.05)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Accident Prevention, Agencies, Auto-instructional Aids, *Health Education, *Industrial Training, Instructional Materials, Manuals, Post Secondary Education, Programed Units, Resource Materials, *Resources, *Safety Education, Study Guides, *Supervisory Training

Identifiers—Occupational Health, *Occupational Safety, Occupational Safety and Health Act 1970

The manual is the fifth of six student manuals for use in a course on occupational health and safety for supervisory personnel. The manual contains lessons 14 and 15 of the 15 consecutively-numbered lessons, each of which contains study questions (and answers) interwoven with the text and review questions at the end of each section. Lesson 14 covers sources of assistance in performing safety and health responsibilities, discusses the roles of a variety of sources both inside and outside industry, and provides 21 pages of resource agencies at the Federal and State level as well as service organizations and associations concerned with occupational health and safety. Lesson 15 summarizes the major points of the previous lessons and discusses various guidelines and goals for effectively practicing good occupational health and safety principles. (JR)

ED 106 645 CE 003 819

Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Six.

Occupational Safety and Health Administration, Washington, D.C.

Report No.—OSHA-2218

Note—46p.; For related documents, see CE 003 813-818

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Accident Prevention, Auto-instructional Aids, Federal Legislation, *Health Education, *Industrial Training, Instructional Materials, Manuals, On the Job Training, Post Secondary Education, Programed Units, *Safety Education, *Study Guides, *Supervisory Training

Identifiers—Occupational Health, *Occupational Safety, Occupational Safety and Health Act 1970

The manual is the sixth of six student manuals for use in a course on occupational health and safety for supervisory personnel. The manual contains lessons 12 and 13 of the 15 consecutively-numbered lessons, each of which contains study questions (and answers) interwoven with the text and review questions at the end of each section. Lesson 12 provides information about techniques of communicating the contents of the Occupational Safety and Health Act to employees so that they will both understand the law and comply with its provisions. Lesson 13 covers the how and when of providing safety and health training, especially in the case of employees performing new jobs, and discusses ways of making and keeping employees aware of hazards. (JR)

ED 106 646 CE 003 822

Jones, Earl L., Ed.

Symposium Proceedings—Occupational Research and the Navy—Prospectus 1980. Technical Report No. 74-14.

Navy Personnel Research and Development Center, San Diego, Calif.

Report No.—NPRDC-TR-74-14

Pub Date Mar 74

Note—394p.

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—Ability Identification, Job Analysis, Job Satisfaction, Management, Measurement Techniques, *Motivation, *Occupations, Organization, Organizational Climate, *Organizational Development, *Organizational Effectiveness, Prediction, Psychological Studies, *Research, Research Methodology, Symposia, Task Analysis, Testing, Vocational Development, Work Environment

Identifiers—*Navy

This five-section symposium report includes 22 papers assessing the state-of-the-art in occupational research. Section 1, Occupational Analysis, Structure, and Methods, contains four papers that discuss: the Air Force Occupational Research project, methodologies in job analysis, evaluation, structures and requirements, career development, personnel utilization, and job satisfaction; task statements preparation, administration, and interpretation to clarify skills and relate them to functional job requirements; clusters of work tasks for the military; and the Position Analysis questionnaire attempting to qualify job descriptions and data. The six papers in section 2, Career Development, examine: congruence theory, theories of decision-making during career development, theoretical models, personal value systems of managers and administrators, and career motivation in the Navy. The five papers in section 3, Organizational Effectiveness, focus on research methodologies in monitoring and measuring organizational effectiveness. In section 4, Motivation and Work, the three papers present the overview, current perspectives, and a suggested approach for a research model for measuring motivation. In section 5, Measurement and Prediction, the four papers discuss: biological psychology and human performance using brain wave research; historical research analysis procedures, personnel selection and placement decisions by computerized ability testing, and measurement of intellectual competence. (JB)

ED 106 647 CE 003 823

Baker, E. Jo. McPheeters, Harold L.

Middle-Level Workers: Characteristics, Training and Utilization of Mental Health Associates. Community Mental Health Monograph Series No. 8.

Behavioral Publications, Inc., New York, N.Y.

Pub Date 75

Note—67p.

Available from—Behavioral Publications, Inc., 72 Fifth Avenue, New York, New York (No price given)

Document Not Available from EDRS.

Descriptors—Associate Degrees, Comparative Analysis, Graduate Surveys, *Health Occupations Education, Health Personnel, Job Market, *Mental Health, Mental Illness, Occupational Information, Paramedical Occupations, *Psychiatric Aides, Psychiatric Services, *Student Characteristics, Subprofessionals, Surveys

Identifiers—*Mental Health Associates

The 1960's showed a surge of efforts to develop more creative ways of recruiting, training, and utilizing mental health manpower, breaking away from the traditional situation which relied on two levels of workers—the fully developed professional and the aide. Approximately 150 two-year programs have been developed in the last decade to train middle-level workers, often termed Mental Health Associates (MHA). The monograph briefly reports on efforts to define the roles and functions of these new generalist workers and to prepare the job market for them. Aspects of the training of a generalist MHA are outlined and a survey of students in associate degree programs described at length. The survey report is presented in the form of a detailed attitude and attribute comparison between students in mental health programs and in other health-related programs. A second survey, of graduates, investigated their employment status, job functions and satisfaction, personal objectives, training strengths and weaknesses, and personal experiences. A further survey asked supervisors of MHA's about their performance. Problems relating to integrating MHA's into existing mental health programs are examined. The questionnaire used are appended. (SA)

ED 106 648 CE 003 824

Riggs, Walter A.

Acqua-Touch: Instructor's Guide for Professional Supermarket Checkers.

Washington State Coordinating Council for Occupational Education, Olympia.

Pub Date Sep 72

Note—217p.; Several pages of drill exercises have been removed because copyright release could not be obtained for them

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Course Content, Distributive Education, *Food Stores, Interpersonal Competence, *Job Training, Resource Materials, Resource Units, *Sales Workers, *Skill Development, *Teaching Guides

Identifiers—*Supermarket Checkers

The field-tested instructor's guide provides basic standards of training for all students enrolled in the Washington State Mobile Checker Training Program. As a 90-hour accelerated course it includes home study, or it can be converted to 180 hours of instruction. Thirty units are presented as a sequence of learning experiences, a number of which emphasize the human relations aspect of the supermarket checker's job. Suggestions for the instructor are followed by a list of competencies keyed to the units. The teaching units themselves each include detailed suggestions for a lecture, references to be read by students, a final examination if appropriate, suggestions for student self-study, special notes, and instructions for cash register drill. Fifty-nine student handouts are provided, as are 20 tests, both keyed to the appropriate units. (SA)

ED 106 649 95 CE 003 825

Conceptualization of Prototype Placement Program.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-0-72-1419; OEG-3-7-000158-2037

Note—251p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—*Career Education, Community Influence, Community Involvement, Counseling Services, Data Collection, Educational Programs, Evaluation Methods, Job Placement, *Models, Occupational Guidance, Occupational Information, *Placement, Questionnaires, Student Characteristics, *Student Placement, Systems Approach, Youth Employment

Identifiers—Arizona

The document reviews the career education concept briefly, presents placement services in their historical context, and relates both to the career development theories of Ginzberg, Super, Holland, and Roe. It describes the placement model, providing an examination of the model components, the program's relationship to other Comprehensive Career Education Model (CCEM) components, as well as formative and summative evaluation components. Four model components are treated in detail: school district action on the placement model, assessment of student characteristics, assessment of community characteristics, and defining the character of the local placement center. The section on support systems in the placement model focuses on the delivery system, interface with district information system, technology, and local placement programs. Research suggestions conclude the document. Appended materials include flow charts, the student assessment questionnaire, administrative instructions, an employer need survey form, local occupational data (Mesa, Arizona), an interim report on occupational outlook for Colorado, 1970-75, cover letters, program descriptions, placement forms and data, and directions for the use of the manual retrieval system. (MW)

ED 106 650 CE 003 828

Pastrana, Ronald R.

Career Education Project: Resource and Instructional Manual for the Implementation of a Model Career Guidance Curriculum Unit.

Suffolk County Board of Cooperative Educational Services 3, Dix Hills, N.Y.

Pub Date 73

Note—93p.

Available from—Donald M. Friedman, Project Coordinator, Career Education Project, Board of Cooperative Education Services, 507 Deer Park Road, Dix Hills, New York 11746 (\$3.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, *Classroom Guidance Programs, Counseling Instructional Programs, Decision Making, Grade 10, Grade 11, Grade 12, Group Activities, High School Curriculum, *Leaders Guides, Learning Activities, Lesson Plans, Occupational Guidance, Secondary Education, Self Evaluation, *Teaching Models, *Vocational Counseling, Vocational Development

The guide, part of a career education project for elementary and secondary education, is designed for use by counselors with high school students. The introductory remarks discuss the background of the program which was proposed to develop a general course of study for students in career education. Developed for use in grades 10-12, the model unit, Self-Study and Career Planning, utilizes the group situation to initiate decision-making skills, self-understanding and problem-solving techniques, and the concept of the student-to-student advisor system that encourages peer interaction between students. There is a discussion of career education, guidance and the counselor, the development of the unit, and a visual representation of the model unit. Each lesson is organized according to topic, grade level, time allotment, objectives, preparation, key points, learning activities, and teaching strategies. The 10 topics, suggested for a 15-week period, cover the areas of: an introduction, self-identification, personal interests, personal values, aptitudes, problem-solving techniques, decision-making, using career information and materials, and career planning. A glossary of career education terms and student handouts and worksheets coordinated with the lessons are appended. A bibliography completes the document. (JB)

ED 106 651 CE 003 831

Individualized Instruction in Occupational Education (The Sanford Project).

Sanford - Lee County Schools, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Pub Date Jun 74

Note—124p.; Appendix G may reproduce poorly due to legibility of original document

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Automation, Carpenters, Distributive Education, Drafting, *Individualized Instruction, *Individualized Programs, Instructional Materials, Instructional Programs, Masonry, Metal Working Occupations, Program Administration, Program Design, *Program Development, Program Evaluation, *Trade and Industrial Education, Typewriting, *Vocational Education

One-third of the report explains the nature of the project, its development, administration, and the details of the individualized instruction system. The project goal of developing an individualized cluster curriculum in occupational education is described. The five phases of planning, development, pilot testing, revision, and dissemination which lasted from October 1971 to June 1974 are outlined. The development of the individualized instructional system consisting of minicourses, automated instruction, learning activity packages, task packages, and a centralized learning resources center for each of the six instructional programs (typing, distributive education, masonry, carpentry, metals, and drafting) is described. Conclusions and recommendations concerning both the conduct of the project and the instructional system itself are presented. The remaining two-thirds of the report is composed of appendices which provide sample minicourse descriptions, task packages for each of the six instructional programs, a sample page from the competency survey form, sample competency statements, a sample unit task package, a unit test, an instructor's performance checklist, a student progress chart, a vocational skill list, a student survey form, and a staff development plan. Each task package includes rationale, objectives, learning activities, and learning practice. (JR)

ED 106 652 CE 003 832

Cummings, Kenneth

Career Education: The Need and an Approach Toward Implementation.

Mid-Hudson Career Development and Information Center, Beacon, N. Y.

Spons Agency—Dutchess County Board of Cooperative Educational Services, Poughkeepsie, N.Y.; New York State Education Dept., Al-

bany. Office of Occupational and Continuing Education.

Pub Date [73]

Note—175p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Career Education, Career Planning, *Classroom Guidance Programs, *Course Content, *Curriculum Guides, Educational Needs, Humanization, Inservice Courses, *Inservice Teacher Education, Instructional Aids, Instructional Materials, Job Satisfaction, Lesson Plans, Manpower Needs, Occupational Guidance, Program Design, Program Development, Resource Materials, Secondary Education

The booklet provides a general guide for the implementation of career education, presenting a sample inservice teacher course of study and a guidance career education course for grades 9-12. Part 1 deals with program implementation, discusses books, films, and statistical data useful in demonstrating to school superintendents and boards of education the need for career education, and suggests procedures for inaugurating a teacher inservice program in career education. Part 2 discusses society's concern with career fulfillment and the potential of career education for overcoming the educational system's institutional biases against nonacademic education and for explaining the nature of man's existence in the world of work. The section also analyzes manpower needs nationally, in New York State, and in Dutchess County. Part 3 presents a teacher inservice course of study which discusses in detail the rationale for career education, lesson design and development, resources and materials, and includes an appendix for inservice evaluation with sample forms. Part 4 presents a secondary level guidance career education course outline which focuses on viewing and discussing films and a variety of written and oral exercises geared toward career development, especially its humanistic elements. Instructional questionnaires materials and additional resources are appended. (JR)

ED 106 653 CE 003 850

Suggested Resource and Instructional Materials for Obtaining Information About Careers. Bulletin No. 42-974.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Vocational and Technical Education.

Note—94p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Agricultural Occupations, Audiovisual Aids, *Career Education, Health Occupations, *Information Sources, *Occupational Information, *Publications, Public Service Occupations, *Resource Guides, Resource Materials, Secondary Education, Vocational Education

The guide contains a brief introductory discussion of occupational information concerns and secondary level program content and procedures. The remainder of the guide contains separately organized lists of resource organizations for publications, films, and articles for use in: (1) all areas of career education; (2) applied biological and agricultural occupations; (3) business, marketing, and management occupations; (4) health occupations; (5) industrial oriented occupations; and (6) personal and public service occupations. (JR)

ED 106 654 CE 003 851

Vocational Assessment Systems: Application in Programs Serving Special Needs Populations.

Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.

Report No.—5400-B41010-10-73

Pub Date Oct 73

Note—126p.; Proceedings of Iowa Invitational Workshop on Assessment Systems in Career Development Programs (Council Bluffs, Iowa, March 1973)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Area Vocational Schools, *Career Education, Community Colleges, Correctional Rehabilitation, Corrective Institutions, Evaluation, *Handicapped, Mentally Handicapped, Physically Handicapped, Rehabilitation Counseling, Secondary Schools, *Systems Approach,

Testing, *Vocational Aptitude, Vocational Counseling, *Vocational Development, Workshops
Identifiers—Iowa, *Vocational Assessment Systems

A two-day workshop in Council Bluffs, Iowa, organized by the Special Needs Section, Iowa Department of Public Instruction reviewed commercial vocational assessment systems for possible inclusion in educational programs in secondary public schools, area vocational and community colleges, and correctional institutions. The document consists of compilations of workshop presentations as well as supplementary information on the Wide Range Achievement Test, APEX (American Paper Exporters Association), and Talent Assessment Programs. Four presentations were related to the Singer Graflex System and its uses for career exploration as well as for mentally retarded and correctional programs. Two presentations covered JEVS (Jewish Employment and Vocational Service, Philadelphia) work sample battery and its implications for community colleges. One described the Tower (Institute for Crippled and Disabled, New York) system of vocational evaluation, while another provided a JEVS/Singer Graflex/Tower comparison. A concluding section by the Chief, Special Needs Section, provides workshop observations and implications. The workshops indicated no specific vocational assessment system provides total comprehensive evaluation; each system has its strengths and weaknesses. Tool handling success is dependent upon evaluator skill with clients. Likewise, various assessment systems have different implications with special needs groups. (Descriptive information is accurate as of March, 1973). (EA)

ED 106 655 CE 003 852

Iowa Priority Program Areas Requiring Specialized Training of Less Than Baccalaureate Degree.

Iowa State Dept. of Public Instruction, Des Moines.

Report No.—6310-B57305-9-74

Pub Date Sep 74

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Education, *Career Education, Cost Effectiveness, Demand Occupations, Educational Demand, *Educational Needs, Manpower Needs, *Occupational Information, Post Secondary Education, *Program Effectiveness, Program Evaluation, Program Planning, *State Programs, State Surveys, Student Interests, Student Needs, Technical Education, Trade and Industrial Education, Vocational Education

Identifiers—Iowa

Three components (manpower needs, availability of students, program effectiveness) for priority training area rankings, drawn up by the Priority Training Areas and Priority Programs Ad Hoc Committee of Iowa, supplement the areas list identifying the occupational areas for priority programs. Career education consultants worked with management staff personnel to develop a model establishing methods and procedures for building a rating system for each factor with the use of various data sources as tools for rating. Section 1 of this three-part report introduces the document. Section 2 provides the descriptions and examples of rating techniques for each component. Section 3 discusses ranking procedures; the results of which are updated every year. A five-page table of priority program rankings is provided with the program area names assigned according to the Office of Education taxonomy structure. Points are allocated according to manpower needs, student availability, and program effectiveness. The appendix contains the career education planning model and lists its components (people needs data, resources data, and determining program effectiveness). (JB)

ED 106 656 CE 003 853

Planning for Career Education Programs: Guidelines for Local Planners.

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Report No.—6310-B57309-9-74

Pub Date Sep 74

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, Educational Assessment, Educational Needs, Educational Objectives, Educational Planning, Educational Programs, Educational Resources, Evaluation Methods, Information Needs, Manpower Development, *Models, *Needs, *Program Planning

Identifiers—*Needs Assessment

The guidelines for planning career education programs revolve around gathering valid and comprehensive data. The career education planning model involves determining people's needs, available resources, and alternatives; establishing policies and practices; writing objectives and plans; and evaluating the results. The document, in outline form, discusses the nine items involved in planning: (1) determining human and economic needs of an area (using sources providing demographic data; employment and welfare statistics; student and labor data; and needs related to social adjustment, location, dropouts, and poor school achievers); (2) ascertaining current resources; (3) comparing the needs profile with the resource inventory to determine the extent to which needs are being met; (4) resources needed to fulfill unmet needs; (5) identifying possible alternatives; (6) identifying constraints; (7) establishing objectives; (8) developing short- and long-range plans; and (9) developing a comprehensive evaluation system. (JB)

ED 106 657 95 CE 003 854

Essex, Duane W. Liu, Cheng C.

A Methodology to Assess the Content and Structure of Affective and Descriptive Meanings Associated with the Work Environment. Research and Development Series No. 98.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 74

Contract—NE-C-00-3-0078

Note—162p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (No price given)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

POSTAGE

Descriptors—*Affective Tests, Association (Psychological), *Association Tests, *Attitude Tests, Auto Mechanics, Data Processing Occupations, Employee Attitudes, *Evaluation Methods, Job Satisfaction, Need Gratification, Response Mode, Response Style (Tests), Secretaries, Verbal Stimuli, Work Attitudes, *Work Environment

Identifiers—*Work Association Test

The study describes an exploratory effort to develop procedures and techniques to assess work-relevant affect. A stimulus word list, consisting of 211 words in 10 work and one miscellaneous categories, was tested on 10 female secretaries and 10 male auto mechanics to determine from their single-word responses the hierarchical structure of work environment categories. Since the test did not produce a meaningful associative map of the work environment, the stimuli were converted from single words to 40 phrases in seven categories. The phrase stimuli were tested on 19 male auto mechanics, 19 female secretaries, and 19 computer data processors (14 males) with the aim of deriving stimulus meaning from their multiple word associative responses themselves by means of content analysis. The response distributions for each occupation are discussed in the text and tabularly displayed by stimulus phrases and each of 13 derived response categories. The test results indicate that people associate positive affect with the work environment, which the report considered as general support for a positively valenced work ethic. One-half of the document contains appendices describing the word association instruments, and the response distributions pooled by stimulus and frequency for each of the two tests. (JR)

ED 106 658 CE 003 855

Machinist's Mate 1 and C: Rate Training Manual.

Naval Training Command, Pensacola, Fla.

Report No.—NAVEDTRA 10525-D

Pub Date 74

Note—213p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

POSTAGE

Descriptors—Air Conditioning Equipment, Equipment Maintenance, Instructional Materials, *Job Training, *Machine Repairmen, *Manuals, *Mechanical Equipment, Military Training, *Seamen, Technical Education, Technical Occupations, Trade and Industrial Education, Vocational Education

The rate training manual covers the duties required to efficiently operate and maintain ship propulsion machinery and associated equipment and to maintain applicable records and reports. Chapters cover: turbines; reduction gears; steam-driven generators; heat exchangers and air ejectors; pumps; piping and valves; distilling plants; refrigeration and air conditioning; auxiliary equipment; administration, supervision, and training; propulsion plant efficiency; engineering casualty control; inspections and trials; ship repair; and records and reports. A four-page index is included. (Author/JR)

ED 106 659 CE 003 856

Haygood, Robert C. And Others

Visual and Auditory Information Processing

Aspects of the Acquisition of Flying Skill.

Arizona State Univ., Tempe.

Spons Agency—Air Force Human Resources

Lab., Williams AFB, Ariz. Flying Training Div.

Report No.—AFHRL-TR-74-79

Pub Date Dec 74

Note—63p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Aircraft Pilots, Auditory Discrimination, Auditory Perception, Aural Stimuli, *Flight Training, *Learning Modalities, Models, Sensory Experience, *Sensory Integration, Sensory Training, *Skill Development, Stimulus Behavior, Visual Discrimination, Visual Stimuli

The result of a number of experimental studies of human auditory and visual information processing behavior and their possible relationship to the student pilot's acquisition of flying skill were explored in terms of a conceptual model developed for this study. The results were interpreted in terms of the potential interfering effects of the intake of and response to information processed during flying tasks and in terms of the student pilot's nonoptimal information processing strategies during his acquisition of flying skill. It was concluded that the experimental procedures employed could be adapted successfully for research in the area and that the relationships found between information processing and flying skill warranted their further study. (Author)

ED 106 660 CE 003 858

Ford, Robert J. And Others

Career Education: Information Packet Revision.

Iowa State Dept. of Public Instruction, Des Moines. Educational Media Section.

Pub Date Dec 73

Note—102p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Abstracts, Annotated Bibliographies, Bibliographies, *Career Education, *Directories, Educational Programs, Elementary Secondary Education, Information Sources, Post Secondary Education, Program Descriptions, Reference Materials, *Resource Guides, Resource Materials, *State Programs

Identifiers—*Iowa

The directory contains abstracts of Educational Resources Information Center (ERIC) documents, a bibliography of resource materials, and a directory of selected Iowa career education offerings. Abstracts of ERIC documents are in the following areas: career education bibliographies; career education as a concept; integrating career education into the curriculum; career education and the administrator; career education and the elementary teacher; career education and the junior high teacher; career education and the high school teacher; career education and the post secondary educator; career education and occupational clusters; career education and the guidance counselor; and career education for special interest groups. The bibliography of resource materials lists additional basic resources in the field. The Iowa directory contains career education project descriptions organized according to: (1) comprehensive career education efforts; (2) career awareness, exploration, and staff development activities; (3) preparatory career education

programs; and (4) jointly administered career education programs of exploration and/or preparation. Each listing includes: project title, location, project dates, purpose, and contact person. (NH)

ED 106 661 CE 003 859

Reiser, Robert A.

Effects of Systematic Variations of Instructional Variables in a Verified Instructional Program.

Spons Agency—Air Force Human Resources Lab., Williams AFB, Ariz.

Pub Date Apr 75

Note—17p.; For related document, see CE 003 860; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Comparative Analysis, Educational Research, Effective Teaching, Feedback, Instruction, *Learning, Motivation, *Program Effectiveness, *Task Performance, Teaching Methods

The variables of practice, incentive, instruction, and feedback were examined to determine which contributed significantly to the effectiveness of an instructional program, which was systematically developed to include the four variables. Two studies were carried out using the Aircraft Instrument Comprehension Program and Test. In the first study the effects of practice and incentive on learner posttest performance were examined, using two levels of each variable in a 2 x 2 factorial design. A second study examined the effects of instruction and feedback using the same design. Results indicated that instruction had a strong effect on learner performance in that scores on the posttest were significantly higher than on the pretest. Practice and incentive had a significant effect on the time required to perform the task. The test scores and statistical analyses are appended. (SA)

ED 106 662 CE 003 860

Eubanks, James L.

On the Determinants of Student Performance in a Verified Instructional Program.

Spons Agency—Air Force Human Resources Lab., Williams AFB, Ariz.

Pub Date Apr 75

Note—12p.; For related document, see CE 003 859; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Educational Research, Feedback, *Instruction, *Learning, *Motivation, Program Effectiveness, *Task Performance

To determine the extent to which findings from studies with learners with high-level entry proficiency might apply to other learners, a group of 80 senior education majors were assigned to the Aircraft Instrument Comprehension Program under a variety of combinations of incentive, instruction, and feedback. In general the present study supports the contention that instruction is the predominant variable also had some effect on posttest results. Feedback was not found to enhance learner performance. (SA)

ED 106 663 CE 003 861

Maguire, Louis M.

The Academy for Career Education: Diffusion Issues.

Pub Date Apr 75

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Basic Skills, *Career Education, *Diffusion, Educational Change, Educational Development, Educational Innovation, Individualized Programs, Information Dissemination, *Models, Occupational Guidance, Program Descriptions, *Program Development, School Community Cooperation, School Community Relationship, School Industry Relationship, Secondary Education

Identifiers—Academy for Career Education, Career Guidance, *Experience Based Career Education

A model experience-based career education program for secondary school students in Philadelphia, called the Academy for Career Edu-

cation, has been operated by Research for Better Schools, Inc. (RBS), for three years. It utilizes employer/community participants as instructional agents and learning sites for career exploration and specialization, delivers career guidance/counseling services to students, and provides for individualized basic skill instruction. RBS does not regard the program developed for the academy as either a rejection of, or a free-standing alternative to secondary schools, but rather as a program to be used in conjunction with existing programming, and one which has yet to undergo field testing in various environments. The academy's past and future development is considered from a research, development, and dissemination perspective with relation to prototype development, dissemination, diffusion, replication, transportability and nurturance. The effectiveness of the prototype in the developmental setting has been determined and RBS will in the future continue to work with more user organizations towards its dissemination. This work entails its testing and adaptation on various environments, followed by necessary redevelopment. It also entails the testing of the program's diffusion strategy and assumptions, and the development of a change support system. (Author/SA)

ED 106 664 CE 003 876
Occupational Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 11.

State Univ. of New York, Albany. Office of the Regents.

Pub Date May 71

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Education, Educational Improvement, Educational Objectives, Educational Planning, *Educational Policy, State Programs, *Statewide Planning, *Vocational Education

Identifiers—New York

The major policy points made in the paper are that: (1) New York State needs a comprehensive system of occupational education which serves all persons needing job preparation and which uses all available public and private resources; (2) such a system will make available to every person a continuum of educational opportunities beginning in early childhood and extending beyond high school for as long as the individual needs or wants such opportunities; (3) occupational orientation in the elementary, middle, and early secondary years will provide all students with the basis for informed decisions regarding their imminent occupational and educational plans; (4) occupational education services for adults and out-of-school youth will be expanded and improved through more orderly arrangements which eliminate wasteful competition and duplication of efforts; and (5) all occupational education programs will be conducted within the framework of a State and regional planning process, coordinated by the State and involving all levels of government and all agencies or groups which operate or are affected by occupational programs. The short-range and long-range program implications of the policy are outlined, with reference to objectives in the New York State Plan. (SD)

ED 106 665 CE 003 877

McKinney, James D. And Others
Evaluation of an Occupational Education Model for Primary Grades.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Pub Date Sep 73

Note—78p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Career Awareness, *Career Education, Data Analysis, Disadvantaged Youth, *Dramatic Play, *Experimental Programs, Flexible Classrooms, *Primary Grades, *Program Evaluation, Self Contained Classrooms, Student Behavior, Tables (Data), Teaching Techniques, Test Results, Tests

The report assesses the impact of career awareness-oriented dramatic play procedures in elementary school children. A sample of 90 second

graders from North Carolina (66 from open classrooms and 24 from self-contained classrooms), who participated in a dramatic play program in which they constructed a model community in the classroom, was compared with a control group of 33 students who participated in a traditional program of career education (field trips, movies, and sound tapes). The results of the pre- and posttests, which were cross analyzed by ability level and socioeconomic level and presented in tabular form, suggest that dramatic play was more effective than traditional methods both in the self-contained and the open classroom setting. Greater gains were produced in factual knowledge, occupational awareness, and productive thinking in relation to social and community organization in both disadvantaged and more advantaged students. Evidence did not suggest however, that the dramatic play program had a differential effect on behavior patterns in the classroom or on achievement in reading, mathematics, or language. Two appendices provide the test instruments administered to the students and selected parents' responses to a questionnaire about the program. (JR)

ED 106 666 CE 003 881
Project: Careers. A Career Education Curriculum for the Platte County R-III Schools.

Note—154p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Career Awareness, *Career Education, *Curriculum Guides, Decision Making, Educational Objectives, Elementary Education, *Elementary Secondary Education, *Enrichment Activities, Integrated Activities, Junior High Schools, Learning Activities, Occupational Clusters, Occupational Guidance, Resource Materials, Secondary Education, Self Actualization, Teacher Developed Materials, Units of Study (Subject Fields)

Identifiers—Career Exploration

The teacher-developed curriculum guide provides integrated career education concepts for use in the elementary, middle, and secondary grades. Organized according to grade level, it suggests enrichment activities based on four concepts: self-awareness, career awareness, career exploration, and decision-making. The elementary level focuses on self-awareness and career awareness with activities suggested to acquaint the child with a wide variety of career possibilities. A career game is included. The middle school portion of the guide is organized around 15 occupational clusters, examining five at each grade level (sixth, seventh, and eighth). Speakers and field trips are recommended. At the high school level, careers are examined as part of the decision-making process and are correlated to student interests and abilities in various academic subject areas. An attitude survey is included. Each of the three sections includes an annotated list of multimedia resource materials. Suggestions for creating a resource speaker index, sample interview questions, suggestions for relating field trips to the curriculum, and a debriefing form conclude the document. (MW)

ED 106 667 95 CE 003 882

The Life Career Development Program; Guidelines for Organization.

Helena Public Schools, Mont.; Missouri Univ., Columbia.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date May 74

Grant—OEG-0-71-4663

Note—109p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Career Education, Career Planning, Curriculum Development, *Curriculum Guides, Developmental Guidance, Educational Objectives, Elementary Secondary Education, *Enrichment Activities, Guidelines, Learning Activities, *Occupational Guidance, Program Planning, Questionnaires, Resource Materials, Self Actualization, *State Programs

Identifiers—*Montana

The publication was prepared to assist Montana school personnel in initiating, developing, and implementing effective K-12 guidance and life career development programs. It contains a rationale, selected theories of career development

and occupational choice, domains, concepts, goals, objectives, and implementation procedures for establishing a guidance counseling and placement center. Guidelines are provided for exploring four domains: self, world of work and leisure, career planning, and basic studies. Each of the four sections specifies developmental goals and activities for primary, elementary, intermediate, and secondary levels. Each activity outline presents goals, an overview, and suggestions for implementation, and specifies the role of others. Topics include career models, sex role stereotypes, business and industry visits, community resources, decision making skills, life style, educational needs, and placement procedures. Program implementation procedures discussed are: personnel involvement, guidance delivery systems, steps in implementation; the use of committees and inservice workshops and a program implementation system. Appended are: (1) a 30-page outline of program concepts, goals, and objectives; (2) plans for a career guidance counseling and placement center; (3) followup survey forms and questionnaires; and (4) an annotated list of resources and references. (MW)

ED 106 668 CE 003 902
Levin, Stanley
Volunteers in Rehabilitation. Volumes 1-12.

Goodwill Industries of America, Inc., Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Pub Date [73]

Note—44p.

Available from—Goodwill Industries of America, Inc., Attn: Central Services, 9200 Wisconsin Avenue, Washington, D. C. 20014 (\$10.00 per set)

Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, Audiovisual Aids, *Disadvantaged Groups, Evaluation, *Handicapped, Interviews, Program Development, *Program Guides, Recruitment, *Rehabilitation, Supervision, Voluntary Agencies, *Volunteer Training

Prepared by Goodwill Industries as part of a Federal research and demonstration grant, the series of 12 handbooks is designed to assist with the organization and administration of volunteer programs in rehabilitation facilities serving handicapped and disadvantaged persons. The handbooks, ranging in length from 20 to 60 pages, cover various aspects of volunteering: Why Involve Volunteers, How Volunteers Can Help, How to Organize a Volunteer Program, How to Administer a Volunteer Program, How to Recruit Volunteers, How to Interview and Place Volunteers, How to Prepare Volunteers to Help, How to Supervise and Evaluate Volunteers, How to Motivate Volunteers, How to Incorporate Group Volunteering, How to Assure Responsible Volunteering, and Catalog of Resources. The resource compilation includes: available services and addresses of agencies and organizations, publications, annotated bibliography of selected literature, and audiovisual materials. (EA)

ED 106 669 CE 003 904

Golden, Loretta

Occupational Awareness through Dramatic Play: A Curriculum Guide for Primary Grades: Parts 1 and 2.

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Pub Date Dec 73

Note—391p.

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—*Career Awareness, *Career Education, Child Development, Community, Community Services, Curriculum Guides, *Dramatic Play, Elementary Education, Jobs, Language Arts, Mathematics, *Occupations, Primary Education, Reading

Designed for grades K-3, the career education curriculum guide focuses on dramatic play to create an environment which will stimulate children to explore various occupations within the community. At the beginning of the program, the community includes only a few structures. As the students realize the need for more buildings and services, the community continues to develop,

with more occupations being explored. Pupils portraying various worker roles in the community begin to experience the interdependence of jobs. The dramatic play is to be spontaneous, with the teacher assuming the role of observer. Research lessons may involve reading, talking to adults, field trips, or audiovisual aids. Sixteen units focus on working related to the post office, supermarket, service station, construction company, airport, bank, department of public works, police department, traffic court, doctor's office and hospital, department of motor vehicles, fire department, newspaper, mayor and city council, and library. Individual units are organized according to lesson plans and activities and related sources of information and comments. Bibliographies on each worker category identify easy and more difficult reading level books, films, pictures, and other audiovisual aids. (EA)

ED 106 670 CE 004 257

Instructor Data Reporting Procedures.

Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.

Pub Date Jan 75

Note—40p.; For related documents, see CE 003 592-597

Available from—Mountain-Plains Economic Development Program Inc., Box 3078, Glasgow AFB, Montana 59231

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Data Collection, *Manuals, *Recordkeeping, Records (Forms), *Student Evaluation, *Student Records, Vocational Education

Identifiers—Mountain Plains Program

The document has been compiled for reference use by instructors and others in need of information necessary to understand and implement the Mountain-Plains instructional and evaluation system. Included in detail are: (1) descriptions of the several forms used for student accounting, student progress monitoring, program evaluation, and ancillary data reported for corporate purposes, (2) explanations of how these forms relate to other segments of the system, and (3) procedural instructions for those using the system. Appended materials include instructions for reading the data printout for the active student file, use of instructional area tests, a graphic display of a program completer, a curriculum monitoring form, and a glossary. (Author/BP)

ED 106 671 CE 004 312

Independent Career Education. Grades 9-10.

Cincinnati Public Schools, Ohio.

Pub Date 73

Note—52p.; For related documents see CE 003 746-64

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Career Education, *Career Planning, *Curriculum Guides, Grade 9, Grade 10, High School Curriculum, Instructional Materials, Interest Tests, Learning Activities, Questionnaires, Resource Materials, Secondary Education, *Self Evaluation, Student Interests, Teaching Methods, Vocational Development, *Vocational Interests

Identifiers—*Career Exploration

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, instructional materials, and resources is designed to introduce the individual student to independent career exploration. The introduction includes an overview of the unit, course objectives, course strategies, and a suggested time table. The lesson plans, organized according to objectives, activities, and resources, cover: introductory strategies, a self-analysis quiz, learning to use occupational information, independent career exploration, decision making, and student self-evaluation of career maturity. Suggestions are offered for activities focusing on decision making, additional individualized lessons, interpretation and administration of student self-analysis tests, and group counseling. Teaching strategies include audiovisual presentations, student displays and reports,

simulations, a career exploration notebook, role playing, demonstrations, and exploration trips. The appendix contains procedures, suggestions, and forms for exploration and field trips; student handouts; the self-analysis questionnaire; and resources. (JB)

ED 106 672 CE 004 494

Problem Solving in Professional Adult Education.

Commission of Professors of Adult Education.

Pub Date 74

Note—94p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Adult Counseling, *Adult Education, Adult Learning, *Conference Reports, Counseling, Counselor Role, *Educational Philosophy, Educational Problems, Graduate Study, Higher Education, Independent Study, Individual Study, *Problem Solving, Program Design

The papers in the collection reflect areas of concern to adult educators, especially at the university level. The first of the collection's three sections deals with graduate program design and contains three papers: Problems of Graduate Program Design, Wilson B. Thiede, and two reaction papers by John Ohliger and Clive C. Veri. Section 2 on epistemological issues contains three papers: Epistemological Issues in the Problem Approach to Adult Education, Jerrold R. Coombs, and two reaction papers by Robert A. Carlson and James Farmer. Part 3 which deals with counseling contains four papers: Counseling: A Central Component in Adult Education, Robert J. Nejedlo, and three reaction papers by Russell J. Kleis, Howard McClusky, and Robert E. Snyder. (JR)

CG

ED 106 673 CG 009 726

Baldwin, Roland A.

Student-to-Student Counseling. Preliminary Report.

Spons Agency—EXXON Education Foundation, New York, N.Y.

Pub Date 24 Jan 75

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Achievement, *College Students, *Counseling Programs, Curriculum Planning, Higher Education, Nonprofessional Personnel, *Peer Counseling, Program Descriptions, Success Factors

This document reports on the success of a peer counseling program funded on a college campus through the EXXON Education Foundation. The program sought to: (1) increase the size of the counseling staff; (2) provide students with necessary survival skills, diagnostic testing, and counseling; (3) minimize unnecessary attrition and early transfer; and (4) increase the probability of success in college through certain counseling objectives. Ten students, chosen through a rigorous selection process, were provided with 30 hours of paid training in which they learned the many duties and responsibilities that they would have as peer counselors. Initial results from implementation of the program were even greater than the authors expected. Some early results of the student-to-student counseling were: (1) the total number of withdrawals during the semester decreased; (2) the total number of program changes was reduced by nearly 200; (3) faculty, staff, and students felt that the image of the university in responding to the individual had been strengthened by the program. A more complete evaluation of the project is planned at the conclusion of the first complete year. (Author/PC)

ED 106 674 CG 009 727

Floyd, Jerald D.

CAAAP (Computer Assisted Academic Advancement and Planning): A Feasibility Study.

Spons Agency—National Science Foundation, Washington, D.C.; Northern Illinois Univ., De Kalb.

Pub Date [74]

Note—53p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Academic Achievement, College Students, *Computer Oriented Programs, *Curriculum Planning, *Decision Making, Evaluation Methods, *Faculty Advisors, Higher Education, *Program Descriptions, Research Projects

The purpose of this study was to develop a computerized program to assist students and their faculty advisors in the initial planning and the ongoing evaluation of their academic course of study. The system was conceptualized as an interacting process which would compare the student's proposed academic program with a data bank of information containing all the possible ways in which a student could satisfy the graduation requirements of the university. Based on the experiences of the last three years, Computer Assisted Academic Advancement and Planning is feasible. A pilot sample of 25 student records was processed through the completed system. All aspects (data collection, software procedures, computer operations, output, and student-faculty utilization) were found to be highly satisfactory, including the projected cost which, excluding updating and maintenance, was kept under one dollar per record. (Author/PC)

ED 106 675 CG 009 728

Bullough, Vern L.

Is Biology Destiny? A Defense of Freud.

Pub Date [75]

Note—16p.; Paper presented at the Annual Meeting of the Western Psychological Association (54th, San Francisco, California, April 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Females, *Historical Reviews, *Personality Theories, Physiology, Role Perception, *Sex Role, *Social Change, Speeches, State of the Art Reviews

Identifiers—*Freud

Though Freud often is portrayed by advocates of women's liberation as the villain in the 'biology is destiny' controversy, Freud was very much a person of his own times. Rather than inventing the 'biology is destiny' theme, he was perpetuating a tradition that dates from at least the time of the Greeks, and which was deeply engrained in 19th century medicine. If this is the case the villain is not so much Freud, but the medical and psychological assumptions of the past. (Author)

ED 106 676 CG 009 729

Drury, Robert L. Robbins, Carol A.

Behavioral Outcomes for Predelinquents Receiving Behavioral, Generic, or No Counseling.

Spons Agency—California State Dept. of Mental Hygiene, Sacramento.

Pub Date Apr 74

Note—12p.; Paper presented at the Annual Meeting of the Western Psychological Association (54th, San Francisco, California, April 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Failure, Attendance Patterns, *Behavioral Counseling, *Behavior Problems, *Continuation Students, *Counseling Effectiveness, Research Projects, Secondary Education, Speeches

Thirty-six students at a continuation high school were identified as predelinquents and selected as subjects on the basis of their poor attendance and academic records. Pretreatment and posttreatment data were collected on the following variables: attendance figures and academic credits. Following preliminary assessment, the subjects were randomly assigned to one of three conditions: treatment by a behaviorally trained counselor, treatment by a generically trained counselor, or no treatment. Counselors were New Careerists who were divided into two matched groups. The groups received one month of either behavioral or generic counselor training. After a time-limited treatment period, the assessment procedure was readministered, so that the relative efficacy of the differentially trained counselors could be evaluated. Significant differences favoring the behaviorally trained counselors were found for both dependent variables. (Author)

ED 106 677 CG 009 730

Jellison, Jerald M. And Others

Fear of Success—A Situational Approach.

Pub Date Apr 74

Note—27p.; Paper presented at the Annual Meeting of the Western Psychological Association (54th, San Francisco, California, April 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Anxiety, Behavioral Science Research, *Females, Individual Characteristics, *Performance, Personality, *Positive Reinforcement, Psychological Patterns, Self Concept, Speeches, *Success Factors
Identifiers—*Fear Of Success, Horner (M)

The personality disposition of the motive to avoid success (Horner, 1968) is evaluated on theoretical and empirical ground. A situational interpretation is proposed as a more parsimonious explanation of the phenomenon. Presented are a series of studies examining the behavioral effects of the motive to avoid success: anxiety manifesting itself as a decrement in performance and a reluctance to communicate past successes and to present one's self as successful. These studies clearly support the situational interpretation which proposes that females behave in this fashion not as a result of a latent personality disposition, but as a result of attending to cues in the immediate situation which indicate on what quality or type of performance positive consequences or reinforcements are contingent. (Author)

ED 106 678 CG 009 731

Kosturn, Carole F. Marlatt, G. Alan
Elicitation of Anger and Opportunity for Retaliation as Determinants of Alcohol Consumption.
Pub Date Apr 74

Note—12p.; Paper presented at the Annual Meeting of the Western Psychological Association (54th, San Francisco, California, April 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Alcoholic Beverages, College Students, *Drinking, *Emotional Response, Psychological Patterns, Research Projects, *Response Mode, *Situational Tests, Speeches

In an attempt to test the role of situational factors on alcohol consumption, this laboratory study was designed to determine if angered subjects would drink more in a tasting task than nonangered subjects. It was hypothesized (1) that subjects who were angered would drink more in the tasting task than control subjects; and (2) that subjects who were given an opportunity to retaliate against the provoker would drink less than subjects who were angered without an opportunity to retaliate. Sixty college students served as subjects and qualified for the study by scoring in the heavy drinker category of the Drinking Habits Questionnaire. Paired subjects were either assigned to the experimental group with angered conditions or the no-anger control condition. The main findings of the experiment were consistent with the prediction that subjects in the angered condition would drink significantly more than subjects in the anger-with-retaliation condition. The results also provided support for the hypothesis that certain situations are more likely to lead to relapse in alcoholics following treatment. (Author/PC)

ED 106 679 CG 009 732

A Study on Personal Record Management.
Kansas State Dept. of Education, Topeka.
Pub Date Jan 75

Note—60p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Administrative Policy, *Confidential Records, Decision Making, Educational Responsibility, *Higher Education, Information Storage, Information Utilization, *Management, *Recordkeeping, Research Projects

Personal record management practices must reflect contemporary concerns for the rights of the individual. Recent legislation, court decisions, and the rapid expansion of computerized record systems all point to the need for new procedures in personal record keeping. Although this paper is addressed particularly to educational agencies responsible for personal records, it is hoped that the paper will contribute to better record management by all agencies in their decisions involving collection, maintenance, and release of personal data. (Author)

ED 106 680 CG 009 734

Figley, Charles R.
Transition Into Parenthood: The Social Psychological Effects of the First Child on Marital and Parent Behavior. A General Bibliography.

Pub Date Nov 74

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adult Characteristics, Behavior Change, *Bibliographies, Children, Family Life, *Marriage, *Parent Child Relationship, Parent Reaction, *Pregnancy, *Social Psychology

This bibliography attempts to bring together references from the medical and social sciences which focus on the physical and emotional factors associated with the pregnancy and postpartum periods. Of special importance are manuscripts which deal with maternal, parental, and marital reactions during the pregnancy and postpartum periods among primiparous couples. The primary purpose of this bibliography is to stimulate and facilitate research into the social psychology of childbearing, particularly the investigation of how the unborn and newborn child affects parental and marital behavior. (Author)

ED 106 681 CG 009 735

Figley, Charles R. And Others
The Purdue LEAD Program: Implications for Other Educational Contexts.

Purdue Univ., Lafayette, Ind. Dept. of Child Development and Family Life.
Pub Date 18 Feb 75

Note—25p.; Paper presented at the Annual Meeting of the Indiana Council on Family Relations (Muncie, Indiana, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*College Students, Educational Innovation, *Family Life Education, Individual Development, *Leadership, *Peer Teaching, *Program Descriptions, Program Development
Identifiers—LEAD, *Leadership Effectiveness and Development Program, Purdue

The purpose of this paper is threefold: (1) to describe briefly the Purdue Leadership Effectiveness and Development (LEAD) Program operating within the Department of Child Development and Family Life; (2) to review other programs with similar characteristics in other areas and at other levels of education; and (3) to discuss briefly the implications of the approach for family life education classes. The Purdue LEAD Program is characterized as a dual-approach instructional system in that it provides an undergraduate course in leadership aimed at developing skills particularly relevant to leading college discussion groups and, at the same time, furnishes qualified and supervised discussion group leaders to enhance the effectiveness of instruction in the large marriage and family relationships courses. In the appendix of this report, the authors have included a variety of materials which should be helpful in developing a similar program within most educational contexts. (Author/PC)

ED 106 682 CG 009 736

Figley, Charles R.
Interpersonal Adjustment and Family Life Among Vietnam Veterans. A General Bibliography.

Pub Date Dec 74

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adjustment (to Environment), Adjustment Problems, Bibliographies, *Family Life, *Interpersonal Competence, *Interpersonal Relationship, *Veterans, Violence, War
Identifiers—*Vietnam Veterans

This bibliography attempts to bring together references from the behavioral sciences which focus on the Vietnam veteran experience. Of special importance are manuscripts which deal with (1) the development and maintenance of intimate relationships during and after military service, (2) the relationship between combat experience and interpersonal competence, and (3) the relationship between the American family system and interpersonal violence. The primary purpose of this bibliography is to stimulate and facilitate research in the area of interpersonal adjustment and family life among Vietnam veterans toward greater understanding of and solutions to the adjustment problems among veterans. (Author)

ED 106 683 CG 009 737

Figley, Charles R.
Integrating Affective Learning in the Classroom: A Heuristic Approach.

Pub Date [74]

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Affective Objectives, Behavioral Objectives, Educational Innovation, *Group Relations, Higher Education, *Instructional Materials, Interaction, *Interpersonal Relationship, *Program Descriptions

This paper describes a structured three-hour program in the area of interpersonal relations designed to supplement classroom instruction. The program, called the Discovery Session, is designed primarily to meet specific affective educational objectives associated with a college undergraduate course in intimate interpersonal relationships. Rationale, goals, and objectives of the program along with component exercises are identified. Highly favorable reaction by participants is noted. The limitations, implications, and applications of the program are outlined. (Author/PC)

ED 106 684 CG 009 739

Mann, Ronald A.

Contingency Contracting and Operant Behavior Change: An Exercise in Applied Behavior Analysis.

Pub Date 74

Note—15p.; Paper presented at the Annual Meeting of the Western Psychological Association (54th, San Francisco, California, April 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adults, *Behavioral Science Research, *Behavior Change, Behavior Problems, *Methods, *Operant Conditioning, *Performance Contracts, Speeches

Identifiers—*Contingency Contracting

Until recently, the use of contingency contracting has been largely an issue of theory and discussion with little experimental research evidence gathered to support efficacy. Two major reasons for this problem are suggested and discussed: (1) the concept of contingency contracting has not been adequately defined nor its minimal requirements delineated in terms of an applied behavior analysis; (2) the applications of contingency contracting have not been clearly distinguished from other types of contingency management procedures. This paper resolves the above problems by presenting a set of definitive requirements of contingency contracting from an operant point of view. Accordingly, it focuses attention on the importance of both the discovery and control of relevant consequences of adult behaviors in their natural settings and the reliable measurement of those behaviors. Finally, the paper draws attention to the special characteristics of this technique which distinguish its applications from other types of contingency management procedures. (Author)

ED 106 685 CG 009 740

Grabe, Mark

Big School, Small School: Impact of the High School Environment.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Environment, *Environmental Influences, Participant Involvement, *School Involvement, *School Size, Secondary Education, *Secondary School Students, *Self Concept, Small Schools, Speeches
Identifiers—*Piers-Harris Children's Self Concept Scale

An investigation of the relationship between high school priorities and self-concept was undertaken. Upper- and underclassmen from large and small high schools completed questionnaires and the Piers-Harris Children's Self-Concept Scale. Participation in five activity areas was related to self-concept scores using a multiple-regression technique. The perceived similarity of each student's priorities with the school's priorities was also correlated with self-concept. The relationships accounting for the greatest proportion of the variance in self-concept scores were found among small-school upperclassmen. The results were interpreted as support for Barker and Gump's argument that small school students feel a greater obligation to participate in school activities. (Author)

ED 106 686 95 CG 009 741

Felice, Lawrence G.

Self-Concept: The Linkage Between Family Background, School Context and Educational Success.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [Mar 75]

Contract—OEC-6-72-0739(509)

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, *Family Background, Longitudinal Studies, Research Projects, *School Environment, Secondary Education, Secondary School Students, *Self Concept, Socialization, *Success Factors

The purpose of this paper was to assess the relative contribution of family background and school contextual factors to the explanation of variance in self-concept among high school students and to evaluate the effect of self-concept on subsequent student achievement performance. Data for the project was gathered from a three-year study of the determinants of achievement for majority and minority students in segregated and desegregated school settings. Operationalizations used in the study included: (1) family socialization practices, (2) family authority structure, (3) family educational orientation, (4) socioeconomic position, (5) school contextual factors, (6) achievement and I.Q., and (7) self-concept. The conclusions reached from the study were: (1) Self-concept is a significant determinant of student achievement performance, (2) Controls for self-concept reduce the relationship between student achievement performance and each of the independent variables, (3) Family socialization practices exercise a larger effect on self-concept than any other variable. These results suggest that the family must be brought into the everyday interactional exchanges occurring in the schools in order for such progress to be successful. (Author/PC)

ED 106 687 CG 009 742

Walters, Nancy R.

Parents: Key People to Assist in Occupational Decision Making (Project Number 1100). Final Report.

Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.

Pub Date 31 Aug 74

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Career Choice, *Decision Making, *Occupational Information, Parent Child Relationship, *Parent Participation, *Parent Role, Research Projects, Secondary Education, Training Techniques

Identifiers—*Career Maturity Inventory

The purpose of this study was to demonstrate that if parents are given information about their child, his interests, skills, and competencies, information about the world of work, and practice in simulated career decision making, they will transmit this training to their child. Twenty parents of 10th and 11th grade students were asked to volunteer for six training sessions with the school counselor to acquire skills to enable their child to explore career alternatives. Evaluation of the results of this study revealed that: (1) parents in the experimental group did transmit some career knowledge obtained in the training sessions to their child; and (2) parents and students demonstrated an improved proficiency in career decision making determined by a simulated-situation test. (Author/PC)

ED 106 688 CG 009 743

Romer, Nancy

Sex Differences in the Development of the Motive to Avoid Success, Sex Role Identity, and Performance in Competitive and Non-Competitive Conditions.

Pub Date [75]

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adolescents, Identification (Psychological), *Individual Development, *Performance, Research Projects, *Role Perception, *Sex Differences, Sex Role, Speeches, Success Factors

Horner's study of the motive to avoid success (Ms) was replicated on fifth through eleventh grade males and females. Ss were given a TAT-like measure of Ms and a measure of sex role

identity. They also performed a series of tasks in competitive and non-competitive conditions. No sex differences or clear age trends in Ms imagery were found; however, there were sex and grade differences in the reasons given for avoiding success. Ss, regardless of Ms status, performed better in non-competitive than competitive conditions. Developmental data show a tendency for ninth and eleventh grade females with Ms to perform better in non-competitive conditions, while older females without Ms perform better in competitive conditions. Eighth, ninth and eleventh grade males with Ms performed better in a competitive condition, while their peers without Ms performed better in a non-competitive condition. These results question that a relationship exists between Ms imagery and competitive performance for males and young females, but indicate such a relationship for older females. Sex role identity was not related to Ms, thus casting doubt on the notion that Ms is a direct function of femininity. (Author)

ED 106 689 CG 009 744

Bell, T. H.

Learning to Work — Or Working to Learn?

Pub Date 4 Feb 75

Note—6p.; Paper presented at the Annual Convocation of Opportunities Industrialization Centers of America (11th, Atlanta, Georgia, February 4, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Dropout Prevention, Dropouts, Education, *Educational Innovation, Employment Opportunities, *Futures (of Society), Government Role, *Learning Activities, *Program Descriptions, Speeches

This speech discusses several of the exemplary dropout prevention programs sponsored by the Office of Education. The basis of all the programs, whether they be for dropouts from school or for dropouts from life, is that once people find out that there is work to be done in the world, and that they will be welcomed and rewarded for doing it, they apply themselves to learning what must be mastered. The hardest task these programs face is to convince untrained people who have experienced nothing but failure that there is a place where they are needed and wanted, and that they can make a place for themselves in the world. Special recognition is given to the O.I.C. which received a grant from the Office of Education to provide work-study opportunities for future black businessmen. (PC)

ED 106 690 CG 009 745

Rappaport, Maurice And Others

Schizophrenics for Whom Phenothiazines May Be Contraindicated or Unnecessary.

Spons Agency—Agnews State Hospital, San Jose, Calif.; California State Dept. of Mental Hygiene, Sacramento.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [74]

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Drug Therapy, *Males, Medical Treatment, *Psychiatric Hospitals, *Psychological Patterns, Psychological Studies, Psychophysiology, Research Projects, *Schizophrenia

In this study of young male schizophrenic patients who reported they were not taking antipsychotic medication at follow-up, those treated with placebo in contrast to those treated with chlorpromazine while hospitalized showed significantly greater long term clinical improvement, less pathology at follow-up, fewer hospitalizations and better overall functioning in the community between one and three years after discharge. These individuals, in general, were experiencing an acute psychotic break and their first or second hospitalization upon admission to the study. Between hospital admission and discharge those on chlorpromazine showed greater improvement. A greater proportion of those who were assigned to chlorpromazine while hospitalized, however, showed deterioration after discharge. Factors measured at hospital admission that were related to post-hospital outcome were good premorbid history and paranoid characteristics. One evoked potential criterion, slope, also was found to be related to outcome. Similarities and differences between this and other drug outcome studies were discussed. The study sup-

ports previous observations that there is a subgroup of schizophrenics who do well or better long term without the routine or continuous use of antipsychotic medication. This finding underlines the need for more selective utilization of antipsychotic medication. Factors which may have an effect on the successful management of acute schizophrenic patients not on medication are mentioned. (Author)

ED 106 691 CG 009 746

Bewley, William L.

Cognitive Psychology: A Computer-Oriented Laboratory Manual. Student Manual and Instructor Manual.

Dartmouth Coll., Hanover, N.H. Project COMPUTE.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74

Note—198p.; Page count is total for two manuals Available from—Project COMPUTE, Kiewit Computation Center, Dartmouth College, Hanover, New Hampshire 03755 (Instructor Manual and Student Manual HC \$6.00, \$4.80 in quantity; Student Manual HC \$4.00, \$3.20 in quantity; Instructor Manual not available separately)

Document Not Available from EDRS.

Descriptors—*Cognitive Processes, College Students, *Computer Oriented Programs, *Course Organization, *Experiments, Learning, Manuals, Participant Involvement, Problem Solving, Program Descriptions, *Psychology

The six experiments presented in these two manuals were designed for use in any introductory or advanced undergraduate psychology course either partially or totally concerned with human cognition. One manual serves as the teacher's accompaniment to the actual experiments detailed in the student's manual. A list of textbooks which might be compatible with the manual is provided in the instructor's section and shows the chapters from each book relevant to each experiment. The approach of the manual is unique in that it requires the active participation of the learner. Each of the six experiments is run on a timesharing computer system using a teletype terminal as the input/output device. The computer presents a task to the student and to a model or miniature theory which is supposed to describe the student's thinking in the task. The student is then asked to compare his performance with that of the model, and to compare what he thought he did in the task with what the model said he did. The experiments cover the range of cognitive activity represented in the current general conception of the human information processing system. (Author/PC)

ED 106 692 CG 009 748

Kitchener, Karen G. And Others

A Study of Counseling Center Hiring Practices: What Does It Take for a Woman to be Hired? Student Development Report Volume XII, Number 1, 1974-75.

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

Pub Date [74]

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Counseling Centers, *Employment Practices, *Females, Research Projects, Self Esteem, *Sex Discrimination, *Sex Stereotypes

This study examined the effect of higher and lower self-acceptance on the ratings of three candidate types: "traditional" woman, "feminist" and sex-unspecified. The subjects were 81 Counseling Center Directors, Associate Directors, and Assistant Directors. Self acceptance was measured by the Phillips self-acceptance scale. Candidates were rated on six variables; each was a five-point Likert type scale. The results of 2 x 3 analyses of variance disclosed that subjects with higher self-acceptance are more likely to evaluate all candidates as more competent to help clients. The "feminist" candidate was rated significantly higher than the other two candidates on potential to deal with a wide range of emotional problems and preparation to develop outreach programs. (Author)

ED 106 693 CG 009 749

Wicker, Allan W.

Theoretical Developments Pertaining To Personal Space and Crowding.

Pub Date Apr 74

Note—6p.; Paper presented at the Annual Convention of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adjustment (to Environment), *Behavioral Science Research, *Behavior Theories, Environment, Individual Psychology, *Response Mode, *Space Orientation, Speeches

Identifiers—*Crowding (Personal Space)

This document discusses research in the context of four basic issues in the area of crowding and personal space. The research upon which the author draws is from a series of three laboratory studies of the effects of manning levels on group experiences, performance, and verbal interaction. In these studies, groups of male college students worked on a task which required: (1) fewer than the number of persons present over-manning; (2) precisely the number of persons present (adequate manning); and, (3) more than the number of persons present (undermanning). The four issues relating to this research are discussed, and the theoretical developments which evolved are reviewed. (Author/PC)

ED 106 694 CG 009 750

Aubry, William E.

Life Style Assessment: So What!

Pub Date [74]

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavior Change, Decision Making, *Evaluation, *Life Style, *Personality Change, Psychology, *Psychotherapy, *Social Experience, State of the Art Reviews

Identifiers—*Adler (Alfred)

The construct life style was used by Alfred Adler to describe the characteristic way in which individuals act and think. Followers of his theories are now collecting evidence to support or validate his contentions. The assessment of client life styles serves: (1) to make the client aware of his misconceptions, (2) as a reference point for therapy, and (3) as the focal point of personality change. Thus, the assessment procedure—done one-to-one or in groups—constitutes for Adlerians an important part of therapy. Bringing into awareness the clients' misconceptions implies respect for his ability to correct his mistakes; it is a form of encouragement. A counselor, to encourage, must respect the client's right to choose. Adlerians and others think that with proper information the individual will decide more effectively. Ideal thinking and behaving is a function of a healthy interest in others; this is termed social interest. A social interest index is used to measure the extent to which an individual is interested in his fellow human beings. Adlerians are now doing systematic research on the results of life style assessments. (Author)

ED 106 695 CG 009 751

Jones, Ben Morgan And Others

Altered States of Consciousness and Alcohol.

Oklahoma Center for Alcohol Related Studies, Oklahoma City.

Pub Date May 74

Note—81p.; Symposium presented at the Annual Meeting of the Southwestern Psychological Association (El Paso, Texas, May 3, 1974)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Alcoholic Beverages, Behavioral Science Research, *Behavior Change, *Behavior Problems, *Conference Reports, Drinking, *Physiology, Research Projects, Symposia

This document contains the reports of research at a symposium on "Altered States of Consciousness and Alcohol." The participants primarily agreed that alcohol induces an altered state of consciousness similar to other drugs, but that this phenomenon has not been explicitly stated due to the current interest in newer and more novel drugs. The presentations included in this report are: (1) Objective and Subjective Effects of Alcohol on the Ascending and Descending Limbs of the Blood Alcohol Curve; (2) Alcohol and Secobarbital: Altered States of Consciousness Assessed by an Information Processing Approach; (3) Brain Damage in Alcoholics: Altered States of Consciousness; (4) Physiologic Concomitants of the Alcohol State: Arousal or Relaxation; (5) Biological Rhythms and Alcohol

Effects: Altered Rhythms of Consciousness; and (6) Voluntary Control of Blood Alcohol Levels: An Attempt to Manipulate States of Consciousness. The report concludes with a general discussion on alcohol and its effects on the body. (Author/PC)

ED 106 696 CG 009 752

Matteo, Eileen A. And Others

Workshop In Community Leadership: Guidelines. Rhode Island State Dept. of Education, Providence.

Pub Date 71

Note—30p.; Best copy available

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Community Leaders, *Counseling Services, Elementary Secondary Education, *Guidelines, Inservice Education, Leadership, *Program Improvement, Student Development, *Workshops

This report reflects the proceedings of a series of seminars conducted for system-wide and school directors of guidance and pupil personnel services during the 1970-71 academic year. It is issued to serve as a guide for school administrators and educational specialists in developing effective courses of action for community leadership. The need exists (1) to more constructively attack those issues and problems of common concern in education within the context of changing social, educational, and economic conditions toward meeting the developmental needs of students, and (2) to aid the implementation of those practices which will be of more direct benefit to all within the educational milieu. This report of the workshop highlights guidelines for effective courses of action, and recommendations for developing in-service and other program functions should serve to help meet those needs. It is hoped that this publication will be a useful tool for school administrators, supervisory personnel, pupil personnel specialists, teachers, and other educational specialists. It is intended for the use of all persons interested in improving educational programs and practices. (Author)

ED 106 697 CG 009 760

Price, Gay H. Dabbs, James M.

Beauty and Dating Choice—Objective and Subjective Reality.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [May 74]

Note—13p.; Presented at the Annual Meeting of the Midwestern Psychological Association (46th, Chicago, Illinois, May 2-4, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Dating (Social), Interpersonal Relationship, *Physical Characteristics, *Rating Scales, Research Projects, *Secondary School Students, *Self Evaluation, Sex Differences

Identifiers—*Attraction

Experimenters photographed 105 couples at a high school dance and obtained detailed self-report measures from each partner. A panel of judges rated each partner's physical attractiveness from the photographs. Partners were found to be similar in attractiveness, and feelings of "love" expressed by the two members of each pair were highly correlated. Subjects' ratings of their own attractiveness were poorly related to judges' ratings, but subjects' ratings of their dates' attractiveness correlated significantly with the judges' ratings. Subjects' ratings of their dates' attractiveness were distorted by the subject's expressed degree of "love," with this effect more striking for females than for males. (Author)

ED 106 698 CG 009 761

Adams, Stuart N.

Evaluative Research in Corrections; A Practical Guide.

American Univ., Washington, D.C. Law Inst.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date May 75

Note—134p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 2700-00270, \$2.00)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Correctional Rehabilitation, Evaluation Methods, *Guides, *Institutional Administration, Management Systems, *Program Improvement, *Research Utilization

These guidelines are designed to make research a more effective instrument in the management and improvement of the correctional sub-system of criminal justice. The Guide emphasizes that: (1) the correctional administrator has several responsibilities to fulfill if he is to benefit from research, and, (2) the researcher must command a variety of techniques if he is to meet the descriptive and analytical needs of his agency. The administrator must not only know the capability and requirements of objective research but he must also provide support, define his research needs, and make use of the products of his research staff. The guide covers both traditional and contemporary approaches to evaluation, from surveys and controlled experiments to operations research and simulation. Within this range are techniques that any agency, regardless of size or research sophistication, should find useful. (Author/PC)

ED 106 699 CG 009 762

Chang, Theresa S.

The Relationship Between Children's Self-Concepts, Teacher's Rating, and Academic Achievement.

Pub Date 75

Note—7p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Cultural Factors, Elementary Education, Ethnic Groups, *Rating Scales, Relationship, Research Projects, *Self Concept, Sex Differences, Speeches, *Teacher Attitudes

Identifiers—*Piers Harris Childrens Self Concept Scale

One hundred ninety-seven pupils from fourth, fifth, and sixth grades were studied to determine the relationship between children's self-concept, academic achievement, and teacher's rating of children's self-concept. The differences between grade levels, sex, and ethnic group membership were tested by analysis of variance. Significant correlations were found between child's self-concept and child's academic achievement. Significant ethnic group differences were found in self-concept, academic achievement, and teacher's rating of self-concept in this study, with interethnic groups showing the higher scores. (Author)

ED 106 700 CG 009 763

Kohr, Richard L.

A Longitudinal Study of Selected Cognitive and Non-Cognitive Student Outcomes From Grade 5 to Grade 9.

Pub Date 75

Note—36p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Cognitive Measurement, Elementary Education, *Intellectual Development, Junior High Schools, Longitudinal Studies, Self Concept, *Sex Differences, *Socioeconomic Status, Speeches, *Student Characteristics

Identifiers—*Pennsylvania Grade 5 Educ Quality Assessment

This study examined the stability and across time changes on mean scores on eight educational outcomes including cognitive and non-cognitive areas as measured by the Pennsylvania Grade 5 Educational Quality Assessment Inventory. Data, collected on children tested as fifth graders in 1969 and retested in 1971 and 1973, are presented separately for SES and sex groups. Significant SES and sex main effects were observed on a majority of the scales. Direction of change varied with the scale, means increasing with grade on four scales, decreasing for attitude toward school, and increasing then decreasing for three scales. (Author)

ED 106 701 CG 009 764

Kaufmann, Paul J. Netusil, Anton J.

Selected Communication Variables and Their Effect Upon Advisee Satisfaction with Adviser-Advisee Conferences.

Pub Date 75

Note—38p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*College Students, *Communication Skills, *Counseling Effectiveness, *Faculty Advisors, *Interpersonal Relationship, *Listening Skills, *Microcounseling, *Research Projects, *Self Evaluation

Improving student satisfaction with academic advising has been the focus of university efforts in recent years. The academic advising conference between adviser and advisee normally occurs in a dyadic setting; thus, as with counseling, it seemed plausible to the authors that the interpersonal relationship between the adviser and student is important in developing a satisfying exchange. This document reports on a study which sought to train advisers to operationalize different counseling behaviors. Three advisers were trained to use attending behavior/no attending behavior, and self-disclosure/no self-disclosure to 60 subjects. Each student was randomly assigned to one of the four experimental manipulations. Significant main effects on the various variables in the experiment provided support that attending behavior and self-disclosure help strengthen the adviser-advisee relationship. Suggestions for future studies are reviewed. (Author/PC)

ED 106 702

CG 009 766

Peterson, Evan T.
Parent-Child Relationships and Juvenile Delinquency.

Pub Date Oct 74

Note—15p.; Paper presented at the Joint Annual Meeting of the National Council of Family Relations and the American Association of Marriage and Family Counselors (St. Louis, Missouri, October 22-26, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adolescents, Behavior Problems, *Delinquency, *Discipline, *Parent Child Relationship, *Parent Influence, Questionnaires, Research Projects, Speeches

The purpose of this paper was to examine the following question: What is the relationship between parental interest and control over their adolescent children, and juvenile delinquency? Two hypotheses were tested: (1) fewer adolescents who report greater parental control will report engaging in delinquent behavior than adolescents who report less parental control; and (2) fewer adolescents who report greater parental interest will report engaging in delinquent behavior than adolescents who report less parental control. Approximately 7,000 high school students responded to a four-page questionnaire containing self-report questions on juvenile delinquency, parental control, and parental interest. Results indicated little, if any, support for the two hypotheses. However, when using individual items which were combined to create the overall rating scales, almost every relationship was significant. The author discusses the reasons for these results. (Author/PC)

ED 106 703

CG 009 767

Kearney, Maureen
Reactive and Reciprocal Inhibition Therapies in the Group Treatment of Test Anxiety.

Pub Date [Apr 74]

Note—24p.; Presented at the Annual Convention of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Anxiety, Behavior Change, College Students, *Group Therapy, Higher Education, *Inhibition, *Reactive Behavior, Research Projects, *Testing Problems

Identifiers—*Test Anxiety Scale

This experiment compares the effects of group reactive inhibition therapy and group reciprocal inhibition therapy with no treatment on the anxiety level of test-anxious college students. Twenty undergraduate students volunteered for the study and were assigned to either the reactive inhibition group, the reciprocal inhibition group, or the no-treatment control group. Sarason's Test Anxiety Scale (TAS), the IPAT Anxiety Scale and the Galvanic Skin Response (GSR) were administered to all subjects both before and after treatment in order to assess anxiety level. The reactive inhibition group met for five twenty-minute sessions. Treatment consisted of having subjects concentrate on scenes from a standardized hierarchy of anxiety-arousing test situations, while at the same time trying to increase any feelings of tension and bodily sensations they were experiencing. The reciprocal inhibition group met for five forty-minute sessions consisting of training in deep muscle relaxation, and imagining scenes from the standardized hierarchy while in this relaxed state. Results were inconclusive, with trends suggesting that the appropriate treatment is dependent upon the objective desired. (Author/CJ)

ministered to all subjects both before and after treatment in order to assess anxiety level. The reactive inhibition group met for five twenty-minute sessions. Treatment consisted of having subjects concentrate on scenes from a standardized hierarchy of anxiety-arousing test situations, while at the same time trying to increase any feelings of tension and bodily sensations they were experiencing. The reciprocal inhibition group met for five forty-minute sessions consisting of training in deep muscle relaxation, and imagining scenes from the standardized hierarchy while in this relaxed state. Results were inconclusive, with trends suggesting that the appropriate treatment is dependent upon the objective desired. (Author/CJ)

ED 106 704

CG 009 768

Malamuth, Neil M. And Others
Effects of Sexual Versus Nonsexual Arousal on Behavior Aggression.

Pub Date Apr 74

Note—15p.; Presented at the Annual Convention of the Western Psychological Association (54th, San Francisco, California, April 25-28, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Aggression, *Arousal Patterns, *Behavior Patterns, College Students, Films, Research Projects, *Response Mode, *Sexuality, Speeches

Ninety-six male undergraduate students participated in an experiment assessing behavioral aggression and addressing itself to the issue of specific versus general mediation of a hypothesized relationship between sexual arousal and aggression. Differing sources of arousal were experimentally crossed with the alteration of the aggressive cue properties of a behavior. Differential responses to different cue properties were observed in the sexual arousal conditions, but not in the other conditions. More specifically, subjects exposed to a sexually arousing film were less aggressive when the aggressive cues were made salient than when these cues were de-emphasized. On the other hand, subjects exposed to a film eliciting general excitation, as well as those exposed to a non-arousing film, evidenced no differential responsiveness in relation to the aggressive cues. This pattern of data was observed in spite of the fact that the degree of "general arousal" remained constant in each of the exposure conditions. These results point to the significance of the source of arousal in terms of aggressive behavior. Alternate explanations were discussed for the finding that sexually aroused subjects to whom pain infliction was made highly salient showed reduced aggression. (Author)

ED 106 705

CG 009 769

Thornell, John G.
Individual Differences in Cognitive Style and the Guidance Variable in Instruction.

Pub Date [75]

Note—16p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cognitive Processes, Elementary School Students, Guidance Programs, *Individual Differences, *Learning Processes, *Program Effectiveness, Research Projects, *Retention, Thought Processes

Identifiers—*Children Embedded Figures Test (CEFT)

This study examined possible relationships between the analytic/global dimension of cognitive style, as defined by Davis and Klausmeier (1970) and measured by the Children's Embedded Figures Test (CEFT), and two modes of instruction varying in the level of guidance provided the learner. Sixty Anglo subjects (eight and nine years old), identified as a relatively homogeneous group working at approximately the fourth grade level of ability, were randomly assigned to one of two treatment groups and taught selected concepts of mathematical symmetry for three consecutive days. Instruction was provided by self-paced booklets having either intermediate or maximal guidance. A posttest developed by the investigator was administered on the fourth day to assess initial learning and, again, for retention six weeks later. Results did not indicate significant interaction between the

analytic/global dimension of cognitive style and instructional modes varying in the level of guidance. (Author/HMV)

ED 106 706

CG 009 770

Fagerberg, Seigfred Ayers, Boyd
Methodology and Techniques on How to Conduct a Drug Survey in A School or School District. Florida Educational Research and Development Council Research Bulletin, Fall, 1974.

Florida Educational Research and Development Council, Gainesville.

Pub Date 74

Note—62p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Drug Abuse, Drug Education, Elementary Secondary Education, Guidelines, Health Education, Program Guides, *School Districts, *School Surveys, *Surveys

The past few years have witnessed a proliferation of studies designed to ascertain the prevalence of drug-using behavior among adolescents. Most of these studies have utilized the self-report questionnaire since this method is most suitable for surveying large numbers of persons in a relatively short time while keeping the monetary costs of gathering data reasonably low. The school system has a responsibility to help students make responsible decisions about drug abuse. Hence, the curriculum must be modified and new programs must be implemented to accomplish this. A school survey will lead to planning new approaches to the problem. This guide presents the methodology and techniques for carrying out a survey in an individual school setting. Additional information is included to provide researchers with needed support information. (Author/HMV)

ED 106 707

CG 009 771

Samalonis, Bernice, Comp. Shaffer, Earl R., Comp.

Some Sources of Bibliographies Pertaining to Women's Studies.

Pub Date 18 Mar 75

Note—22p.; Paper presented at the Conference of the Association for Supervision and Curriculum Development (New Orleans, Louisiana, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, Booklists, Females, *Feminism, *Women's Studies

This listing of periodicals, documents, and books relating to women's studies and feminism in general was compiled from a computer printout of ERIC materials and covers the past four years. It is not annotated. (HMV)

ED 106 708

CG 009 772

Cook, Royer F. Morton, Anton S.
An Assessment of Drug Education-Prevention Programs in the U. S. Army. Army Research Institute Technical Paper 261.

Little (Arthur D.), Inc., Cambridge, Mass.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No—ARI-TP-261

Pub Date Jan 75

Note—32p.

Available from—U. S. Army Research Institute for the Behavioral and Social Sciences, Attn: PERI-P, 1300 Wilson Boulevard, Arlington, Virginia 22209

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Armed Forces, *Drug Abuse, *Drug Education, Military Personnel, *Prevention, Research Projects, Surveys

In recent years the Army has been concerned about the widespread use of psychoactive drugs by all classes of young people and the effects of this use on the Army. In order to curb this use among soldiers the Army initiated a comprehensive program to prevent and control the abuse of alcohol and drugs. Prevention was considered to include education, law enforcement, and community action, but particularly education and training. The research reported in this paper assessed the effectiveness of education in preventing drug abuse in the Army units surveyed. A cross-sectional survey of 1,716 men on 16 posts, plus a separate evaluation at one post and group interviews, produced data that suggest that Army drug education programs appear to influence immediate drug use less than related demographic

factors such as last civilian residence, age, or race. Civilian studies corroborate this finding. (Author)

ED 106 709 CG 009 773

Borman, Leonard D., Ed.

Explorations in Self-Help and Mutual Aid. Proceedings of the Self-Help Exploratory Workshop Held June 9-12, 1974, Chicago, Illinois under the auspices of the W. Clement & Jessie V. Stone Foundation.

Northwestern Univ., Evanston, Ill. Center for Urban Affairs.

Spons Agency—Spencer Foundation, Chicago, Ill.; W. Clement and Jessie V. Stone Foundation, Chicago, Ill.

Pub Date 75

Note—366p.

Available from—Center for Urban Affairs, Northwestern University, 2040 Sheridan Road, Evanston, Illinois 60201 (HC-\$7.00)

EDRS Price MF-\$0.76 HC-\$18.40 PLUS POSTAGE

Descriptors—*Community Involvement, Educational Programs, *Individual Needs, Policy Formation, *Program Descriptions, Program Evaluation, *Self Help Programs, *Workshops
Prompted from several directions, the Stone Foundation sponsored this exploratory workshop on community self-help and mutual aid efforts. The purposes identified for the conference were: (1) to enhance the functions of self-help groups by creating new opportunities for them to learn from others; (2) to find ways to share more widely what is known and needs to be known about self-help principles and organizations; (3) to help give greater public visibility to self-help efforts; (4) to foster more adequate research and evaluation of self-help groups; (5) to identify and help to develop successful training programs for group participants; and (6) to find ways to explore the implications of the self-help group movement in regard to institutional policies. These proceedings were transcribed from tape recordings and include all the presentations made at the sessions, followed by most of the questions and discussion. The report offers a very detailed examination of trends in self-help programs and should be useful to practitioners and the public-at-large. (Author/PC)

ED 106 710 CG 009 774

Bills, Robert E.

A System for Assessing Affectivity.

Pub Date 75

Note—232p.

Available from—University of Alabama Press, P.O. Drawer 2877, University, Alabama 35486 (HC-\$10.00)

Document Not Available from EDRS.

Descriptors—*Affective Behavior, Books, *Educational Environment, Educational Objectives, Evaluation Methods, *Learning Processes, *Student Behavior, *Systems Approach
Identifiers—IAV, *Index Of Adjustment And Values

This monograph describes a system for assessing student affectivity. The system was developed over a period of two decades and includes five principal instruments, one of which has four different form levels. In general, the system is applicable to grades 7-12, but portions can be used in grades 3-6 and at the college and adult levels. Although the primary purpose of the book is to assist schools in determining their responsibilities in the affective lives of students and to assist them in assessing affective student learnings and climates for affective learnings, it has another purpose—the area of affectivity is one to which psychology and education have only recently given attention. Much work must be done to increase scientific insights and to describe methods by which schools can improve their affective climates for learning. Since the author desires that the instruments and system he describes be helpful in advancing such scientific insights, he has included considerable technical and statistical information. (Author/PC)

ED 106 711 CG 009 775

Hicks, Loubabeth H.

The Mature, Married Black Female in Academe.

Pub Date [Aug 74]

Note—6p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adults, *Equal Opportunities (Jobs), *Females, Higher Education, Marriage, *Negroes, *Professional Occupations, *Program Development, Social Development, Socialization, Speeches

The author offers some tentative hypotheses regarding barriers which limit progress of mature, married, black females in preparing and entering academe. The assumptions are based on limited data which are still coming in for a larger study on women in academe. The barriers discussed include: (1) limited role models, (2) limited encouragement to enter atypical fields, (3) racism, (4) limited financial support, (5) self-concept, (6) marriage, (7) maturity, and (8) lack of information on black women. Four suggestions are offered for overcoming barriers which impede the progress of this group: (1) development of programs to help develop awareness and solve problems of sex bias, (2) initiation of ongoing human resource development programs, (3) implementation of professionally run child care centers, and (4) establishment of a center for the study and dissemination of information about black women. (Author/PC)

ED 106 712 CG 009 776

Weinrach, Stephen G.

Toward an Integrated Elementary School Curriculum through Career Awareness Activities.

Pub Date Apr 75

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Activity Learning, *Career Education, *Curriculum Development, *Elementary Education, Elementary School Counselors, Human Development, *Integrated Activities, *Learning, Role Perception, State of the Art Reviews, Student Needs, Vocational Development

In the past, the skill of the counselor has touched the lives of only a few children. Recently, the emerging role of the counselor as a specialist, consultant, group learner, and supervisor of paraprofessionals has broadened his contact with the student body as a whole. But these are only stopgap measures until a more highly integrated approach to counseling can be incorporated into the curriculum. The entire student body would benefit from a highly unified program centered around counseling. The model presented emphasizes the integration of the principles of human and career development psychology with the everyday school-related experiences of the child. Because of the nature of the materials which would be employed, the learning experience would be largely activity-centered and would demand the participation of the pupil as an active rather than as a passive learner. (Author/PC)

ED 106 713 CG 009 779

Integrated Drug Abuse Management Information System Briefing Report. National Clearinghouse for Drug Abuse Information Report Series 32, Number 1.

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. National Clearinghouse for Drug Abuse Information.

Report No.—DHEW-ADM-75-171

Pub Date Oct 74

Note—8p.

Available from—National Clearinghouse for Drug Abuse Information, P.O. Box 1908, Rockville, Maryland 20850

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Drug Abuse, Federal Programs, Information Dissemination, *Information Systems, *Integrated Activities, *Management Systems, Prevention, *Program Descriptions

When the Special Action Office for Drug Abuse Prevention (SAODAP) was established in 1972, its first order of business was to assess the extent of the drug problem and to identify the programs available for dealing with it. A decision was made by that office to attempt to provide to management, at both the State and Federal levels, an effective decision making tool in the form of meaningful displays of data that would indicate the degrees of effectiveness and costs of the various approaches to the drug abuse problem. This report describes the Integrated Drug Abuse Management Information Systems (IDAMIS), developed by the National Institute on Drug Abuse as a result of a charge from SAODAP. This system maintains and provides

timely program, technical, and financial information on State and Federal drug abuse prevention activities. (Author/PC)

ED 106 714 CG 009 780

Ferguson, Patricia, Ed. And Others

Drugs and Attitude Change. Nonmedical Drug Use: Attitudes and Attitude Change. National Institute on Drug Abuse Research Issues 3.

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-75-185

Pub Date Nov 74

Note—161p.; For related document, see CG 009 781

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Changing Attitudes, *Drug Abuse, Drug Education, *Research Reviews (Publications), Social Problems, *Statistical Studies, *Theories

This volume was prepared for the National Institute on Drug Abuse as part of a Research Issues Series, and summarizes the major research findings in the area of drugs and attitude change which have been published in the last 15 years. The booklet is organized to provide the reader with the purpose, methodology, findings, and conclusions of previous studies done in this area. Topics include: (1) information about drug sources of information, the media, drug education; (2) attitudes toward drugs—users vs. nonusers, attitude change; and (3) communication processes. (Author/PC)

ED 106 715 CG 009 781

Ferguson, Patricia, Ed. And Others

Drugs and Family/Peer Influence. Family and Peer Influences on Adolescent Drug Use. National Institute on Drug Abuse Research Issues 4.

Documentation Associates, Los Angeles, Calif.; National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-ADM-75-186

Pub Date Nov 74

Note—148p.; For related document, see CG 009 780

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Drug Abuse, *Family Influence, Human Development, *Peer Acceptance, *Research Reviews (Publications), Role Models, Social Problems, *Statistical Studies, Theories

This volume was prepared for the National Institute on Drug Abuse as part of a Research Issues Series. The issues of drug use and abuse have generated many volumes of words, all written in an attempt to explain the problem and suggest the solution. Data have been generated by researchers from many disciplines, each looking at a particular aspect of an issue. This book summarizes the major research findings in the area of drugs and family/peer influence which have been published during the last 15 years. The volume is organized to provide the reader with the purpose, methodology, findings, and conclusions of previous studies done in this area. Topics include: (1) the world of youthful drug use—groups and gangs; (2) becoming a marijuana user—predictions; (3) the family of the addict—influence and interactions; (4) Horatio Alger's children—parents as models; and (5) developmental factors—childhood experience. (Author/PC)

ED 106 716 CG 009 782

Messolonghites, Louisa, Ed.

Alternative Pursuits for America's 3rd Century: A Resource Book on New Perceptions, Processes, and Programs—with Implications for the Prevention of Drug Abuse.

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Report No.—DHEW-HSM-73-9158

Pub Date 74

Note—247p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock No. 1724-00333, \$2.60)

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—*Drug Abuse, *Futures (of Society), *Human Living, Individual Needs, Innovation, Life Style, Literature Reviews, *Prevention, *Resource Guides, Social Change

The use of drugs is frequently a response to boredom, frustration, pain, powerlessness, and lack of hope for change. The alternatives approach suggests that drug use can be diminished as other and more satisfying means of fulfilling human needs are made accessible. This resource book grew out of the Alternative Pursuits experience, and concerns futures—futures built from looking beyond drug use abuse to find new ways of living. Although not meant to be a comprehensive anthology, it includes selections from the increasing mass of current literature on drug prevention that support the validity of the alternatives approach. It is designed to suggest some of the wide array of alternatives that are beginning to appear on the social scene. The selections describe new trends, strategies, institution, processes, values, lifestyles, attitudes, points of view, pursuit, and programs. (Author/PC)

ED 106 717 CG 009 783

Ketler, Dennis L. And Others

Expertise, Type of Appeal, and Influence in Counseling. Research Bulletin Volume 15, Number 3.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 10 Jul 74

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Change Agents, College Students, *Counseling Effectiveness, Counselor Characteristics, *Interpersonal Competence, *Physical Characteristics, Research Projects, *Success Factors

A counseling analogue study was conducted to test the hypothesis that expertness will increase the freedom of an attractive interviewer to use different types of influence. It was predicted that only experts would obtain change with an impersonal appeal, while both experts and inexperts would be successful with a personal appeal. Opinion change was assessed through self-ratings of achievement motivation by 57 college males. Subjects' ratings were made immediately before, immediately after, and one week after a simulated counseling interview. The results failed to support the hypothesis; with both appeals, experts and inexperts were equally effective. Trends in change scores and in subjects' evaluations of the interviewer suggested that the personal and impersonal appeals had a differential impact. (Author)

ED 106 718 CG 009 784

Roebuck, Flora N. Aspy, D. N.

Polynomial Representation of Teacher Behavior.

Pub Date [Apr 75]

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Accountability, *Affective Behavior, *Behavioral Objectives, Comparative Analysis, Elementary Secondary Education, *Humanistic Education, *Models, Predictor Variables, Research Projects, Speeches, *Teacher Behavior

In the current controversy over accountability in education, educators concerned with the affective aspects of education seem to be in danger of losing the battle of "behavioral objectives" on two fronts: (1) demonstrating that the affective behavior of the teacher does make a difference in educational outcomes, and (2) demonstrating how affective educational outcomes can be satisfactorily evaluated. The National Consortium for Humanizing Education addressed itself to the first of these questions; this document reports on three large N studies of teacher behavior. The first two studies indicate that in describing relationships with affective teacher behavior, it is necessary to move into polynomial models. The third study demonstrates that in predicting student outcomes, factors other than the linear term of the mean of the teacher's behavior add considerably to the predictive power of the model. Additionally, the fact that the teacher's stability of affective behavior is a significant predictor of student outcomes offers some implications which

help explain why polynomial models of affective teacher behavior seemed to be more adequate than linear models. Extensive data graphs, tables, and charts are included. (Author/PC)

ED 106 719 CG 009 785

Briskin, Alan S.

Developmental Stage Theory and Drug Abuse Education.

Pub Date [75]

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adolescents, *Cognitive Development, *Decision Making Skills, Drug Abuse, *Drug Education, Individual Development, Junior High School Students, Research Projects, Speeches, *Theories

This research in the application and synthesis of psychological stage theory to drug abuse education was designed to promote growth in decision making capacity of 11- and 12-year-old children. Specifically, the purpose of this research was to intervene in this developmental period of transition from concrete to formal operational thinking capacity in order to facilitate readiness for, or movement to, the next stages of psychological development. It was hoped that such intervention would result in youth choosing to regulate their future drug use, avoiding drug abuse. The speech is divided into sections which focus on: (1) a discussion of stage theory in which there is a broad view of psychological stage development, (2) a concise review of the literature pertaining to preventative programs in drug abuse education, (3) a detailed description of the research design, and (4) a statement of hypotheses of expected research outcomes. Data collection began with pretesting in January 1975; posttesting is planned for June 1975, following which data analysis will take place. (Author/PC)

ED 106 720 CG 009 786

Young, Vivienne Reich, Carol

Patterns of Dropping Out. Toronto Board of Education Research Service Number 129.

Toronto Board of Education (Ontario). Research Dept.

Pub Date Dec 74

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Academic Achievement, *Classification, *Dropout Characteristics, *Dropout Prevention, Parent Attitudes, Research Projects, *Secondary School Students

Identifiers—*Canada

A study was conducted among high school students to discern their reasons for dropping out of school. In-depth interviews were conducted with a random sample of 544 dropouts from a large urban board in Canada. The profile of a typical dropout in the literature is one of a chronic low achiever who is aimless, alienated, angry, and has a variety of personal and social problems. This classic pattern accounted for only 23 percent of the current sample. The strategy of this study was to attempt to develop a series of composite pictures or types which defined various categories of dropouts. The largest group of students, 53 percent of the sample, was described as work-oriented and included students who were usually borderline passers, preferring work to school. A similar group, comprising 6 percent, were the homemakers who left to get married or to get a job. The fourth group was the intellectual elite, students who seemed to have the capacity to do well in school but who had renounced the system. The various patterns of dropping out were discussed with a view toward developing strategies which might help keep these students in school. (Author/PC)

ED 106 721 CG 009 787

Humphreys, Lloyd G.

The Importance of Individual Differences.

Pub Date [75]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975); not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Ability Grouping, *Educational Practice, *Individual Differences, *Intelligence Differences, Intelligence Tests, Social Attitudes, Speeches, *Theories

The author questions why intelligence and intelligence testing have been so lightly treated in recent years. The topic has been in disfavor, and citizens and educators have tended to swing from one extreme to another in their evaluations of such matters of social concerns. This virtual dismissal of intelligence has been followed by great enthusiasm for the concepts of Piaget and the application to classroom learning problems of Piaget's stages in intellectual development. The irony here is that the tasks of Piaget and the tasks of Binet measure the same general factor in intellectual behavior. There is general support in the speech for individualized tracking and for providing the students with the opportunity to dig more deeply into subject matters than is currently provided in the curriculum. Schools cannot deny individual differences in students, and so must begin to offer a variety of programs arranged in a variety of ways. (Author/PC)

ED 106 722 CG 009 788

Sola, Janet Phye, Gary D.

Task Structure and Cognitive Tempo Influence on Organizational Memory in Children.

Pub Date [75]

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavior, Children, *Conceptual Tempo, Elementary School Students, *Learning Processes, *Memory, Research Projects, Self Control, *Task Performance, *Teaching Methods

Forty reflective and 40 impulsive children were assigned to one of four treatment conditions. The learning task employed a list of 25 familiar objects, five instances from each of five categories. The four treatments were Randomized-No Instructions, Randomized-Instructed, Blocked-No Instructions, and Blocked-Instructed. Results support earlier findings that retention and clustering are facilitated by a blocking technique. Clustering was also improved by instructions. For free recall however, instructions aided impulsives but hampered recall for reflectives. This suggests the use of different organizational strategies by people differing in cognitive tempos. Free recall was no better when instructions were given than when they were omitted; however, cued recall was facilitated by instructions. Support for a retrieval deficit hypothesis is indicated. (Author)

ED 106 723 95 CG 009 789

Weiner, Alan S. Berzonsky, Michael D.

Development of Selective Attention in Reflective and Impulsive Children.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Grant—NE-G-00-3-0059

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Attention Control, *Attention Span, *Children, Comparative Analysis, Elementary School Students, Individual Characteristics, *Learning Processes, Research Projects, *Response Mode

Identifiers—*Matching Familiar Figures Test, MFF

Selective attention was assessed in second, fourth, and sixth grade reflective and impulsive children with an incidental learning task using pictures (animal-household object pairs) or shapes (colored forms) as stimuli. By the sixth grade, reflective children displayed less incidental learning and greater central learning than impulsive children when picture stimuli were used. Also, reflective children showed a trade-off of incidental for central learning but impulsive children did not appear to attend selectively. There were no differences between these children in selective attention when shape stimuli were used. It was concluded that reflective children are more flexible in their deployment of selective attention. The findings were discussed in terms of Hagen's

two-stage model of selective attention. The possibility that impulsive children are not adept at utilizing feedback to determine relevant and irrelevant components was discussed. (Author)

ED 106 724 CG 009 790

Ames, Carole. Ames, Russell. Internal vs. External Determinants of Children's Perceptions of the Causes for Their Behavior.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date Apr 75

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Achievement, *Behavior Patterns, *Children, Elementary Education, *Locus of Control, Models, Motivation, *Perception, Prediction, *Self Evaluation, Speeches

Identifiers—IAR, *Intellectual Achievement Responsibility Scale

The purpose of this study was to test an informational vs. a dispositional hypothesis in predicting how children resolve instances of attributional conflict. Sixty-four sixth grade boys served as subjects after scoring in the upper and lower quartile of the Intellectual Achievement Responsibility Scale (IAR). Each child performed two separate tasks in an individual setting. Each task contained a set of four puzzles. Children were asked to "explain" their outcome by attributing their performance to four causal factors: ability, effort, luck, and task. The findings indicated that attributional behavior in achievement settings could not be predicted entirely from informational cues or dispositional biases alone. When confronted with consistency information or outcome information across trials in actual performance settings, the high and low motive groups did not act according to a simple predictable dispositional bias. A revision of the overall model was suggested, as well as suggestions for future research. (Author/PC)

ED 106 725 CG 009 791

Muir, Marion S. deCharms, Richard. Personal Causation Training and Goal Setting in Seventh Grade.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.
Pub Date Apr 75

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavioral Science Research, *Goal Orientation, *Individual Characteristics, Junior High School Students, *Motivation, Prediction, Research Projects, Speeches, *Student Behavior, *Training

Identifiers—*Causation

This study is one in a series investigating the relationship between motivation training and measures of individual motivation and school behavior of elementary school pupils. One-hundred and twenty-two seventh grade students from an inner-city school district were divided into experimental and control groups by random assignment of classrooms. Motivation training was given to teachers in the experimental classrooms and then training units emphasizing feelings of personal causation were designed by the authors in collaboration with the teachers and used by the teachers in their classrooms. Effects of the motivation training on the experimental children were not significant in the sample although trends suggested that a larger sample (which can be scored) might make the trends significant. The measure of personal causation motivation used in a previous study was coded for two subscales measuring intrinsically relevant motivation and imposed motivation. Using these two measures in conjunction with a measure of ability (intelligence), it was possible to demonstrate significant portions of variance accounted for by the motivation measure over and above that accounted for by intelligence. (Author)

ED 106 726 CG 009 792

Ochiltree, James K. And Others. A Cognitive Self-Instructional Modeling Approach Versus The Carkhuff Model For Training Empathy.

Pub Date Apr 75
Note—19p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior Patterns, College Students, *Communication Skills, Comparative Analysis, *Empathy, *Models, Research Projects, Speeches, *Training

Identifiers—*Carkhuff Empathy Training Method

Forty-two subjects were randomly assigned to two empathy training treatments. One treatment, approximating Carkhuff's training method, employed didactic teaching, discrimination training, modeling, experientially-oriented communications practice, and feedback. The second treatment, a cognitive self-instructional modeling approach, included each of these components plus the behavioral rehearsal of the thought process leading to an effective empathy response. Although the thought process was observed and practiced orally, the overt-verbalizations were faded to covert behavior by the end of treatment. The dependent measures consisted of pretest and posttest empathy ratings of responses to videotaped emotional stimuli. A repeated measures analysis of variance was employed on the data. Although both treatments showed substantial gains on empathy from pretest to posttest, the cognitive self-instructional group gained significantly more in their empathy ratings than did the Carkhuff group. Implications of the results were discussed. (Author)

ED 106 727 CG 009 793

Shapiro, Johanna. Socialization of Sex Roles In The Counseling Setting: Differential Counselor Behavioral and Attitudinal Responses to Typical and Atypical Female Sex Roles.

Pub Date 75

Note—49p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Bias, Counseling, *Counselor Attitudes, *Females, Interaction, Role Theory, Sex Role, *Sex Stereotypes, *Socialization, Speeches

This study attempted to determine whether counselor behavior and attitudes operated as a means of sex-role socialization, and whether male counselors tended to be more biased than female counselors when interacting with female clients. Eight male and eight female graduate students trained in role-playing situations representing a typical and an atypical sex-role condition. Videotapes of the interviews were analyzed to assess reinforcement patterns of counselors. Paper and pencil inventories were filled out. Contrary to expectations, results indicated that counselors exhibited more behavioral bias with typical than with atypical clients. Further, counselors reacted more positively toward the atypical than toward the typical clients. Female counselors appeared to be more reinforcing and less punishing than male counselors with female clients in both roles, as well as less behaviorally biased than the male counselors. The study concludes with a discussion of implications for counselor training and directions for further research. (Author/PC)

ED 106 728 CG 009 794

Frank, Harold H. Katcher, Aaron H. The Socialization of Freshwomen Medical Students.

Pub Date 75

Note—40p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Figure 1 and Exhibit 1 are copy-righted and therefore not available. They are not included in the pagination

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Females, Group Dynamics, *Medical Students, Peer Relationship, Research Pro-

jects, *Role Perception, *Self Actualization, *Socialization, Speeches

The purpose of this paper was to show how women medical students are socialized into their student role. The sample group was made up of 24 groups of six medical students, up to half of whom were women. The data were collected from responses to a questionnaire administered to the members of each group at the beginning of the semester and again at the end. The findings indicated that a solo woman poses the greatest threat to the security and stability of a formerly all-male group, and as such is subject to intense peer pressure to assume a low profile. A group with several women poses a somewhat different situation. Two women in a group do not necessarily form a supportive dyad, as the men in the group may succeed in dividing the women thereby minimizing the threat. Groups with three women seem to offer the greatest potential for self-actualization by women. The authors recommend that faculty responsible for forming mixed-sex groups of medical students do so, where feasible, in approximately equal numbers of men and women. (Author/PC)

ED 106 729 CG 009 795

Adreani, Arnold J. McCaffrey, Robert. Improving Child Management Practices of Parents and Teachers. Maxi I Practicum. Final Report.

Pub Date Oct 74
Note—172p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Behavior Change, *Counseling Theories, Elementary School Counselors, Models, *Parent Child Relationship, Parent Participation, Perception, *Practicums, Research Projects, Resource Materials, *Student Teacher Relationship, Teacher Role

Identifiers—*Adlerian Psychology
The practicum design reported in this document was based on one basic assumption, that the adult perceptions of children influence adult behavior toward children which in turn influences the child's behavior. Therefore, behavior changes by children could best be effected by changing the adult perception of, and behavior toward, the child. Parent/teacher study discussion groups were carried out for fourteen weeks in three schools using the Adlerian model of child-management. Evaluation of improvement in child-management practices was measured by pre- and post-tests given to participants before and after study discussion group involvement. During discussion study, group participants were encouraged to discuss problems as well as techniques that worked well with their children. At the end of the 14 weeks, 48 members of the group rated the overall impression of the value of the group study as excellent; 48 rated it good; and only 12 called it fair. Some participants felt that understanding family constellations had brought about changes in their family living. In general, the group study seemed to promote a more relaxed feeling among teachers and a greater degree of self-confidence. A complete practicum packet and outline is provided in the document. (Author/PC)

ED 106 730 CG 009 796

Rebeck, Flora N. And Others. Maintaining Reliability in a Longitudinal Study. National Consortium for Humanizing Education, Interim Report No. 1.

National Consortium for Humanizing Education, Monroe, La.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 74
Note—95p.; For related documents, see CG 009 797, 798, 799

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*College Students, *Longitudinal Studies, *Rating Scales, *Reliability, Research Projects, Success Factors, *Training Techniques

Identifiers—*National Consortium for Humanizing Education

Because of the duration and magnitude of this overall project, maintaining inter-rater reliability presented several problems. Since the study was designed to compare teacher behavior across a three-year time span, it was necessary to maintain reliability across that time period. The use of stu-

dent raters posed additional problems of mobility and lack of professional commitment. In order to reach and maintain the desired levels of reliability, solutions to these problems were devised in two major areas: (1) commitment building-activities designed to make the raters believe that the work they were doing was worthwhile and important; and (2) training-activities designed to help students reach the desired level of reliability on ratings. The major portion of the document contains the actual training modules used in the rater training activities. (Author/PC)

ED 106 731 CG 009 797

Aspy, D. N. And Others

Interpersonal Skills Training for Teachers. National Consortium for Humanizing Education, Interim Report No. 2 (Introductory Materials). National Consortium for Humanizing Education, Monroe, La.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 74

Note—12p.; For related documents, see CG 009 796, 798, 799; Pages 5-342 of this document have been withheld at the authors' request; For information, contact Dr. D.N. Aspy, National Consortium for Humanizing Education, 8623 Southwestern Blvd., Suite 132, Dallas, Texas 75206

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Classroom Communication, Elementary Secondary Education, Feedback, *Interpersonal Competence, Program Descriptions, *Skill Development, *Teacher Education, *Training Techniques

Identifiers—*National Consortium for Humanizing Education

The experimental treatment administered in this study was the training of teachers to utilize interpersonal skills in the classroom. The training process consisted of three elements: (1) development of skills in the measurement of one's own teaching behavior, (2) individual feedback of the analysis of instruction samples provided by each teacher at monthly intervals, and (3) training to increase skills in interpersonal facilitation. In order to standardize the training for purposes of analysis and replication, skills modules were developed and processed through two cycles of application and revision. This report presents the refined training modules and details the revision process. Some of the training modules are devoted to: (1) developing skills in accepting feelings, (2) increasing praise, (3) accepting student ideas; (4) increasing student involvement; (5) acquiring program development skills, and (6) working with small groups. (Author/PC)

ED 106 732 CG 009 798

Roebuck, Flora N. Aspy, D. N.

Response Surface Analysis. National Consortium for Humanizing Education, Interim Report No. 3.

National Consortium for Humanizing Education, Monroe, La.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 74

Note—112p.; For related documents, see CG 009 796, 797, and 799

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavior Change, *Classroom Environment, *Interaction Process Analysis, *Interpersonal Relationship, Research Projects, *Response Mode, *Student Teacher Relationship, Teaching Methods

Identifiers—*National Consortium for Humanizing Education

One of the major studies conducted by the Consortium involved examining the inter-relationships of various aspects of teacher and student classroom functioning to determine what happens to a particular class of teacher or student behavior as the quantity and/or quality of other aspects of classroom interaction change. This examination occurred in two steps: (1) determination of the most powerful predictors from among the study variables for each of the behaviors, and (2) construction of response surfaces for each variable. Response Surface Analysis was carried out for each of the 25 study variables. Monthly audio tape recordings of an hour's classroom instruction from each of the participating teachers were coded for teacher and student behavioral variables. Some of the findings of the study were:

(1) replicable, predictable, and significant relationships were detected among variables of teacher and student classroom functioning; (2) these relationships were different for the secondary and elementary school levels; (3) two of the four most frequently recurring predictors were variables which had been postulated by Rogers as being positively related to effective learning environments; and (4) most of the frequently recurring predictors were related to the kinds of behavior classified by Flanders as "Indirect." (Author/PC)

ED 106 733 CG 009 799

Aspy, D. N. Roebuck, Flora N.

Effects of Training in Interpersonal Skills: Research Summary. National Consortium for Humanizing Education Interim Report No. 4. National Consortium for Humanizing Education, Monroe, La.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 74

Note—238p.; For related documents, see CG 009 796, 797, 798; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Elementary Secondary Education, *Interaction Process Analysis, *Interpersonal Competence, *Learning Processes, Mental Health, Models, Program Descriptions, Program Effectiveness, Research Projects, *Student Teacher Relationship, *Training Techniques

Identifiers—*National Consortium for Humanizing Education

Over a period of three years, the National Consortium for Humanizing Education worked with teachers and students in two states to test hypotheses drawn from a model in which student outcomes (including good mental health) were seen as the results of a learning process occurring between individuals rather than as the product of an institutionalized situation. In this model, mental health is assumed to be learned in much the same way that other capabilities are learned; that is, as the result of an interdependent interpersonal interactive process. The goal of the applied research program was to devise, demonstrate, and document Interpersonal Skills Training for Teachers. This summary document presents an overview of the total project, and discusses 15 basic studies. Conclusions from each of the studies indicate an over-all effectiveness of the Interpersonal Skills Training for Teachers. (Author/PC)

ED 106 734 CG 009 800

Gordon, Ruby D.

Learning Process in Aging and Adult Education.

Pub Date 74

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adult Education, *Adult Learning, *Changing Attitudes, Concept Formation, *Learning Theories, *Older Adults, Research Reviews (Publications), Socialization, *Values

The tragic feature of our society is that much time and effort has been placed into the remarkably successful feat of prolonging life. But somehow in our society we have failed to build in reasons for appreciating those added years. Our heritage has been adapted to career building with the concomitant factors of home-making and family-raising. Through this Puritan approach to life there has been a poor job done of developing values for aging. The basic assumption that is made about man as his chronological age increases is that he is inclined to make sense out of his life in a new and fundamental way. This is not an implication which can be used in so limited a situation as retraining or rehabilitation. Rather it is a suggestion that the aging person look about himself, assess his personal potentialities, and try to define a set of values relevant to his situation. There is necessity for re-examining and re-defining values called for in the nature of the aging person. Education for the aging person requires vigor of mind in designing a program with reasonable prospects of success. Perhaps the best educational program for aging is that which begins in early life and progressively prepares for transforming values into learning. (Author)

ED 106 735

Gordon, Ruby D.

Selected Issues on Aging.

Pub Date [73]

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Biological Influences, *Older Adults, Philosophy, *Physical Health, *Psychological Patterns, Retirement, *Social Influences, State of the Art Reviews, Theories

Aging is a continuum which begins at birth and ends at death. A multidisciplinary approach is necessary to the study of aging as a part of developmental psychology. The individual is a biological organism as well as a member of society. Biological adjustments to life are affected by physical changes which influence motives and emotions. Some of the changes are obvious and some are not. Social influences affect intelligence, ability, and skill, whereas heredity determines the foundation which is modified as a result of experience. Thus it becomes necessary to arrange the physical and social environment to facilitate the optimum functioning of the aging. The opportunities and challenges to work with the aging are great. It will be for those in the future to continue improving the quality and quantity of services available to all mankind. (Author)

ED 106 736 CG 009 802

Clark, R. James And Others

The Development of the Undergraduate Paraprofessional: Selection, Training and Supervision.

Pub Date Mar 75

Note—16p.; Presented at the American College Personnel Association (50th, Atlanta, Georgia, March 5-8, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Higher Education, *Inservice Programs, *Nonprofessional Personnel, *Peer Counseling, Personnel Selection, Program Descriptions, Speeches, Supervisory Activities, *Training Techniques, *Undergraduate Study

In 1972, the Student Counseling Center at Illinois State University initiated a paraprofessional program to assist students of the university in meeting their needs. This paper discusses the role, selection process, training, and supervision of the 72 undergraduate students currently employed in the program. The general role of these paraprofessionals includes peer counseling, information, and referral duties. Additionally, each student is assigned to work in a program area in either the Student Counseling Center or the Academic Advisement Center. In-service training for the paraprofessionals begins with a three-day workshop in the Spring semester and another in the Fall prior to the beginning of the second year. During the academic year, this training is conducted through a university class, "Student Advisor Laboratory", for which each participant receives three credit hours. The author discusses several critical elements which must be developed and maintained in such a paraprofessional program. (Author)

ED 106 737 CG 009 803

Veroff, Joseph

Varieties of Achievement Motivation.

Pub Date Feb 75

Note—14p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavior Patterns, *Cognitive Processes, Factor Analysis, *Motivation, Research Projects, *Sex Differences, *Socialization, Speeches, *Success Factors

This speech addressed itself to the variety of achievement motivations that can be critically different for men and women. The author, impressed by the different ways people cognitively define and experience a successful accomplishment, developed a taxonomy of psychological cues which people might use in defining their success. Six varieties of achievement motivation were reviewed: (1) autonomous achievement; (2) power achievement; (3) socially-oriented achievement; (4) competitive achievement; (5) competence achievement; and (6) task achievement.

The author hypothesized, on the basis of studies on the subject of achievement motivation, that females in American society have been taught to emphasize the process involved in their striving for achievement, while men emphasize the impact of their achievement strivings. (Author/PC)

ED 106 738 CG 009 804

Hackney, Harold
Implementing Self-Management Strategies with Counselor-Trainees.
Pub Date [75]

Note—12p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior Change, *Communication Skills, *Counselor Training, *Educational Innovation, *Interaction, *Learning Processes, *Program Descriptions, *Self Evaluation, *Skill Development, *Speeches, *Training Techniques
This counselor training program is based on the self-management concept which has been "field-tested", and which focuses upon trainee behaviors and is committed to self-directed change. Program participants were assigned to learning labs of six to eleven students where they worked in triads on a communication skills approach to interpersonal interactions. At the beginning of each lab session, students identified two goals they hoped to achieve during that session. A self-evaluation component was included in order to establish a self-reinforcement schedule. While students learned to identify behavioral changes they would like to have made in the learning process, they were not always able to observe changes they were actually making. The author discusses the difficulties associated with using this technique with actual clients. (Author)

ED 106 739 CG 009 805

Stewart, James T. Blaess, Donna A.
The Motivational Component of Stated Expectancies in Children at Two Developmental Levels.
Pub Date [75]

Note—23p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Age Differences, *Children, *Expectation, *Motivation, *Performance, *Research Projects, *Sex Differences, *Speeches
This study examined students at two different age levels to determine if those forced into having valid expectations tended to exhibit increased motivation and, by extension, improved performance. Motivation was determined by measuring both student performance and the time spent on the performance task. Eighty students from two grade levels (six and ten) took part in the experiment. Materials used consisted of a booklet of line-drawing problems. Predicted differences in performance for subjects in the two conditions failed to materialize. While the data from this study tended to be somewhat nonsupportive, certain results seemed to offer sufficient incentive to prompt modifications in the instruments and the sample population for future investigation. (Author/PC)

ED 106 740 CG 009 806

Schill, William John McCartin, Rosemarie
Analysis of Pronouncements, Theories, and Research on Career Counseling.
Pub Date 31 Mar 75

Note—18p.; Presented at the Annual Meeting of the American Education Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Career Planning, *Counseling Effectiveness, *Counseling Theories, *Decision Making, *Literature Reviews, *Speeches, *State of the Art Reviews, *Vocational Counseling, *Vocational Development

Over the past 15 years there have been pronouncements by nationally known educators and critics on counseling. During this period there has been a growing emphasis upon career counseling, career choice and career development. Concurrently there has been an increase in effort to develop and validate counseling and

career development theories. The authors conclude that there are no meaningful theories of counseling of career development. The empirical data that researchers have submitted to assess the consequences of counseling and career development efforts have uniformly warranted no positive conclusions. (Author)

ED 106 741 CG 009 807

Ahlgren, Andrew
The Drug Attitude Film: Development of a Measurement Technique for Assessing Attitudes Towards Adolescent Drug Users. A Preliminary Report Draft.
Pub Date [75]

Note—19p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adolescents, *Attitude Tests, *College Students, *Drug Abuse, *Films, *Measurement Techniques, *Research Projects, *Speeches Identifiers—DAF, *Drug Attitude Film

In measuring personal attitudes toward drug users, it is important to minimize the fabrication of "socially desirable" responses. This drug attitude film was designed to reduce such fabrication by (1) presenting vivid stimuli that provoke strong feelings, (2) using oblique response scales, and (3) requiring quick responses. The author reviews the preliminary research on the instrument properties in two studies. In the first, data was collected for 21 college students on their responses to the different modes of presentation of the film material (printed transcripts of the film clips, silent presentation of the film, and presentation of the regular film). In the second study, pre- and post-responses to the DAF were obtained from 93 seniors in a required two-day drug education program. Responses indicate some significant changes from pre- to post-test. The author discusses whether or not use of the film is worthwhile due to the complication of administration. Excerpts from the film, "Grooving", are included. (Author/PC)

ED 106 742 CG 009 808

Lockheed, Marlaire E.
The Modification of Female Leadership Behavior in the Presence of Males.
Pub Date 75

Note—11p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior Patterns, *Expectation, *Interpersonal Relationship, *Leadership, *Research Projects, *Role Theory, *Sex Differences, *Speeches, *Status, *Task Performance, *Theories

Following the reasoning of "expectation states theory", the present study was designed to answer three questions: (1) Is the task orientation of males and females different when they work on a task together? (2) Is the task orientation of males and females working on a task, separately, different? and, (3) If there are differences, will status theory account for them? Forty male and forty female high school students served as subjects in the study and were placed in several different mixed- and same-gender groups. The group task was a board game which required collective decision-making and allowed investigation of the effect of female status on the emergence of female leadership. Results showed that mixed-gender groups were more active than single-gender groups, and that when males engage in collective tasks with females they are excessively active. While the analysis helped dispel prevalent notions that males are, in fact, more task-oriented than females, it shed little light on the extent of status differentiation, based on gender, that occurs within groups. (Author/PC)

ED 106 743 CG 009 809

Wong, Martin R.
Different Strokes: Models of Drug Abuse Prevention Education.
Pub Date [75]

Note—32p.; Presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Behavior Change, *Drug Abuse, *Drug Education, *Literature Reviews, *Models, *Prevention, *Speeches, *Theories

This paper delineates models of drug abuse prevention education that have been indicated in the literature during the past six years, and discusses the research related to each. The nine models were considered according to: (1) basic premises, (2) positive and negative salient criticisms, and, (3) implications and modes of application for drug abuse prevention education. Models under discussion are: (1) the legal, political model; (2) the fear induction model; (3) the medical, psychiatric model; (4) the psychosocial, human skills model; (5) the information processing, rationality model; (6) the reinforcement model; (7) the religious, spiritual model; (8) the assumed drive model; and (9) the alternatives model. What emerges from the reported data is that drug abuse is a complex phenomenon and that a wide variety of programs and modes have been used in an attempt to counteract it. First, peer influence seems an effective way of bringing about desired changes in drug abusing behavior, particularly among young persons. A second important consideration involves human interaction, a theme paramount to the medical, psychiatric, psycho-social human skills, reinforcement and the alternatives models. This present review calls, as do other similar reviews, for more and better research and followup. Since humans vary so greatly, it seems unlikely that the linkage of a decline in drug use to some specific fact of one particular mode of prevention education will occur. The plethora of approaches and models may remain, for some time to come, the most reasonable attack on the problem. (Author/PC)

ED 106 744 CG 009 810

Seiferth, Bernice
Juvenile Delinquency.
Pub Date [65]

Note—34p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Adolescents, *Delinquency, *Delinquency Prevention, *Literature Reviews, *Prevention, *Program Descriptions, *Social Problems, *State of the Art Reviews, *Statistical Data

The author discusses juvenile delinquency in an attempt to understand its growth and the trends it has taken in the United States during the 20th century. He gives careful consideration to the study, "Unraveling Delinquency", written by the Gluecks in 1950, one of the most comprehensive in this entire area. Results from more recent studies indicate that the problem may be more evenly distributed in the various socio-economic strata than has been previously thought. The many treatment programs provided for juvenile offenders are described, as is the importance of preventative measures. The author argues that it is time for the public to stop throwing bricks at the younger generation and begin, rather, laying the bricks that will provide the solid foundation for a bulwark of prevention. (PC)

ED 106 745 95 CG 400 124

Galanti, Richard, Comp. Moncrieff, Nancy J., Comp.

Counseling Prisoners. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 17R.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2487

Pub Date Dec 74

Contract—OEC-3-6-002487-1579

Note—38p.

Available from—Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC-\$1.50, cash or money order must accompany request)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Counseling, *Counseling Programs, *Delinquents, *Group Counseling, *Prisoners, *Resource Materials, *Self Concept Identifiers—*Psychodrama

50 Document Resumes

This annotated bibliography, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the ERIC publications Research in Education and Current Index to Journals in Education, and in Dissertation Abstracts International from March 1973 through September 1974. This search covers counseling techniques and programs for use with juvenile and adult offenders. Documents on group counseling, psychodrama, self-concept, and other concepts are included. One hundred and eighteen document abstracts have been retrieved. (Author/PC)

ED 106 746 95 **CG 400 125**
Galant, Richard, Comp. Moncrieff, Nancy J., Comp.

Educational Advising and Vocational Choice.
Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 18R.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2487

Pub Date Dec 74

Contract—OEC-3-6-002487-1579

Note—44p.

Available from—Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC-\$1.50, cash or money order must accompany request)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Career Choice, *Counseling Programs, Decision Making, *Educational Counseling, *Occupational Choice, Resource Materials, *Vocational Development

This annotated bibliography, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the ERIC publications Research in Education and Current Index to Journals in Education, and in Dissertation Abstracts International from March 1973 through September 1974. This search covers information regarding the viability of certain counseling techniques and programs with respect to career development and actual vocational choice. One hundred and ninety-eight document abstracts have been retrieved. (Author)

ED 106 747 95 **CG 400 126**
Galant, Richard, Comp. Moncrieff, Nancy J., Comp.

Accountability in Guidance. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 19R.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2487

Pub Date Dec 74

Contract—OEC-3-6-002487-1579

Note—15p.

Available from—Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC-\$1.50, cash or money order must accompany request)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Accountability, Annotated Bibliographies, *Counseling Effectiveness, *Counselor Evaluation, Evaluation Criteria, *Evaluation Methods, *Objectives, Rating Scales, Resource Materials

This annotated bibliography, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports and programs that have been cited in the ERIC publications Research in Education and Current Index to Journals in Education, and in Dissertation Abstracts International, from March 1973 through September 1974. This search covers counseling effectiveness; counseling goals as perceived by counselors, administrators, and students; counselor evaluation, including techniques and

criteria; and rating scales. Sixty document abstracts have been retrieved. (Author/PC)

ED 106 748 95 **CG 400 127**
Galant, Richard, Comp. Moncrieff, Nancy J., Comp.

Psychological and Affective Education.
Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 20R.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-6-2487

Pub Date Dec 74

Contract—OEC-3-6-002487-1579

Note—33p.; Some pages may reproduce poorly
Available from—Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC-\$1.50, cash or money order must accompany request)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Affective Objectives, Annotated Bibliographies, *Humanistic Education, *Learning Processes, *Psychoeducational Processes, Publications, Resource Materials, Self Actualization, *Self Concept, Vocational Development

This annotated bibliography, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports and programs that have been cited in the ERIC publications Research in Education and Current Index to Journals in Education, and in Dissertation Abstracts International from March 1973 through September 1974. This search covers the basic elements of affective education, including the interrelationships between learning, self-concept, career development, and self-actualization. One hundred and fifty-five document abstracts have been retrieved. (Author/PC)

CS

ED 106 749 CS 001 143
Riley, Pamela M., Comp.

The Cloze Procedure—A Selected Annotated Bibliography.

Pub Date 73

Note—40p.

Available from—Joanne McClarty, Papua New Guinea University of Technology, P. O. Box 793, New Guinea

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Cloze Procedure, Readability, Reading, Reading Ability, Reading Achievement, Reading Comprehension, Reading Instruction, *Reading Research, Reading Skills, *Reading Tests, Teaching Techniques

The material included in this annotated bibliography has been arranged in several categories: general references to cloze procedure; methodology and rationale of cloze; cloze as a measure of readability, including cloze as a criterion to establish readability levels and as a predictor of achievement; cloze as a teaching technique; cloze in English as a second language; cloze in languages other than English; and other studies. The section on cloze and English as a second language includes research that has been completed in Australia, the Pacific, and Asia, as well as in the United States. Also included in this bibliography are studies with handicapped subjects. (WR)

ED 106 750 CS 001 752
Herskovitz, Frieda S.

The Ball-Stick-Bird TM Method in the Classroom.

Temple Univ., Philadelphia, Pa.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-3-2657

Pub Date May 75

Grant—NEG-6-00-3-0113

Note—18p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Beginning Reading, Educable Mentally Handicapped, Grade 1, *Kinesthetic Methods, Primary Education, Reading Achievement, *Reading Instruction, *Reading Programs, *Reading Research, Reading Skills, Teaching Methods
Identifiers—*Ball Stick Bird Method, Fuller (Rene)

Research on an experimental application in classroom settings of a new method for the teaching of reading, the Ball-Stick-Bird method, is described in this report. The Ball-Stick-Bird method is a code-emphasis approach developed by Rene Fuller. In this system, each letter of the alphabet is taught on the basis of its distinctive features. Capital letters are used exclusively in the first books, and the distinctiveness of each letter is established by showing that it may be composed of a unique arrangement of three basic forms: a line, a circle, and an angle, called, respectively, a stick, a ball, and a bird. The subjects used in the study were first graders; three groups of children had been classified as educable mentally retarded and one group as emotionally disturbed. The IQs of the students ranged from the low 40s into the 80s. Findings indicated that the method was effective in developing the reading skills of students with previous records of reading failure. The results of the study are presented in narrative and table format. (RB)

ED 106 751 CS 001 765
Cope, Jo Ann

Reading Difficult Writing Is a Problem Solving Process.

Pub Date Mar 75

Note—12p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Instruction, Developmental Reading, *Directed Reading Activity, Higher Education, *Problem Solving, *Reading Comprehension, Reading Development, *Reading Instruction, Reading Processes, *Reading Programs, Reading Research, Reading Skills

A four-week course in reading comprehension which attempts to provide students with a repertoire of techniques to use when they encounter difficult reading passages is described in this paper. At the end of the course, students must demonstrate their ability to skim a short reading passage and write a one-sentence summary of its central theme and main ideas, as well as to outline the passage so that relevant details are organized to reflect the original. The course consists of two parts. In the first part, the teaching of various methods of attacking study reading is discussed. Students are taught to read for the main idea, locate topic sentences, distinguish between general and specific statements, read for paragraph structure, and practice writing concise summaries. The second part of the course consists of problem solving with difficult reading materials in order to give the students experience. The teacher guides the learner through the problem-solving process by helping the learner identify the problem and by suggesting bases for possible solutions. It is concluded that teaching problem solving develops human potential and enables individuals to maximize their skills and resources so that they can establish their independence and fulfill themselves in relation to their environment. (TS)

ED 106 752 CS 001 770
Report of the Conference on Visual Information

Processing Research and Technology (Columbia, Maryland, June 10-11, 1974).

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—219p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Conference Reports, *Eye Movements, *Information Processing, Reading, *Reading Processes, *Reading Research, Reading Skills, Research Needs, Research Problems, *Visual Learning, Visual Perception

Identifiers—*National Conference Visual Information Processing

Chapter 1 of this report, "Introduction and General Recommendations for Eye-Movement Research and Instrumentation," discusses research priorities; encouraging and supporting

theories, models, or simulations of information processing; and improved instrumentation in the field of visual information processing. Chapter 2, "Summary of Specific Recommendations," presents specific recommendations for the following four clusters: (1) reading texts, pictures, and other graphic displays; (2) processing television displays; (3) eye-movement research; and (4) instrumentation and instrumentalities. Chapter 3, "Specific Recommendations for Directions in Eye-Movement Research," recommends eye-movement research that explores the moment-to-moment information intake and processing mechanisms in the encounter of an individual with text, pictures, and other static graphic display; suggests research that explores the intake and processing of dynamic visual information as it is received from television; and argues the general value of eye movement research. Chapter 4, "Instrumentation and Instrumentalities," has four parts relating to the following areas: research, management, review, and support; instrumentation development; facilities dissemination and establishment; and priorities. (WR)

ED 106 753 CS 001 773
Eberhart, Nancy A. Lloyd, Margaret V.
The Assessment of Print Materials: Individualized Inservice Packet Number I. Teaching Teen Reading Series.

Ohio State Dept. of Education, Columbus.
Pub Date 75
Note—32p.; See related documents CS 001 774-781

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Content Reading, Elementary Secondary Education, *Individualized Reading, *Inservice Teacher Education, *Readability, Reading Comprehension, Reading Development, Reading Improvement, Reading Instruction, Reading Interests, Reading Materials, *Reading Material Selection, Teaching Techniques

Identifiers—*Teaching Teen Reading Series
Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. The first packet provides the teacher with guidelines for the selection and assessment of print materials. The packet discusses the following activities: (1) assessing reading competencies and interests of individual students within a given group; (2) determining the readability level of print materials; (3) analyzing print materials for readability factors which influence reading difficulty; (4) adapting content for students with varied levels of ability; and (5) using a standardized, objective approach in analyzing varied basic series of print materials for appropriateness. A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (LL)

ED 106 754 CS 001 774
Eberhart, Nancy A. Lloyd, Margaret V.
The Assessment of Student Groups: Individualized Inservice Packet Number II. Teaching Teen Reading Series.

Ohio State Dept. of Education, Columbus.
Pub Date 75
Note—32p.; See related documents CS 001 773-781

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Content Reading, Elementary Secondary Education, *Inservice Teacher Education, Reading Development, *Reading Diagnosis, Reading Instruction, *Reading Material Selection, *Reading Tests, Teaching Techniques, Test Interpretation, Test Results
Identifiers—*Teaching Teen Reading Series

Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. The second packet assists the teacher in analyzing the reading competencies of students in order to differentiate instruction and utilize appropriate reading materials. The packet suggests identifying individual students in need of remedial reading instruction through a comparison of individual and average group reading scores with normative data. Examples of both scores and information on evaluating them are given. A self-corrective posttest, a glossary of

terms, and a bibliography are also included for use by the teacher. (LL)

ED 106 755 CS 001 775
Eberhart, Nancy A. Lloyd, Margaret V.
Literal Comprehension in the Content Areas: Individualized Inservice Packet Number III. Teaching Teen Reading Series.

Ohio State Dept. of Education, Columbus.
Pub Date 75
Note—32p.; See related documents CS 001 773-781

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Content Reading, Elementary Secondary Education, *Inservice Teacher Education, *Reading Comprehension, Reading Development, Reading Improvement, *Reading Instruction, *Reading Material Selection, Recall (Psychological), Teaching Techniques
Identifiers—*Teaching Teen Reading Series

Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. The third packet provides teachers with information and instructional guidelines for assisting students to read for specific facts, literal comprehension being the first level of gaining meaning from the printed page. Techniques are suggested for instructing students in reading for specific facts and details, determining key words, recalling information, identifying and organizing information, recognizing cause-effect relationships, and following directions. A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (LL)

ED 106 756 CS 001 776
Eberhart, Nancy A. Lloyd, Margaret V.
Interpretive Comprehension in the Content Areas: Individualized Inservice Packet Number IV. Teaching Teen Reading Series.

Ohio State Dept. of Education, Columbus.
Pub Date 75
Note—36p.; See related documents CS 001 773-781

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Content Reading, *Critical Reading, Elementary Secondary Education, *Inservice Teacher Education, *Reading Comprehension, Reading Development, Reading Improvement, Reading Instruction, *Reading Material Selection, Teaching Techniques

Identifiers—*Teaching Teen Reading Series
Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. The fourth packet provides teachers with information and instructional guidelines relating to the development of interpretive comprehension skills. Discussions of and suggested teaching techniques for the following areas are included: locating the main idea, finding and relating the support details, drawing conclusions, summarizing, inferring sequence, hypothesizing, making comparisons, categorizing, inferring cause and effect, recognizing character traits, interpreting figurative language, reading critically, and utilizing reading for problem solving. A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (LL)

ED 106 757 CS 001 777
Eberhart, Nancy A. Lloyd, Margaret V.
Vocabulary Development in the Content Areas through Word Recognition Skills: Individualized Inservice Packet Number V. Teaching Teen Reading Series.

Ohio State Dept. of Education, Columbus.
Pub Date 75
Note—48p.; See related documents CS 001 773-781

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Content Reading, Elementary Secondary Education, *Inservice Teacher Education, Reading Comprehension, Reading Development, Reading Instruction, *Reading Material Selection, Teaching Techniques, *Vocabulary Development, *Word Recognition
Identifiers—*Teaching Teen Reading Series

Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. This fifth packet is designed to enable the teacher to equip the student with varied word recognition skills. Different approaches to teaching word identification, discrimination, and pronunciation are presented in the four sections entitled "Context Clues," "Structure," "Sound," and "Dictionary." A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (LL)

ED 106 758 CS 001 778
Eberhart, Nancy A. Lloyd, Margaret V.
Vocabulary Development in the Content Areas through Word Meaning: Individualized Inservice Packet Number VI. Teaching Teen Reading Series.

Ohio State Dept. of Education, Columbus.
Pub Date 75
Note—48p.; See related documents CS 001 773-781

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Content Reading, Elementary Secondary Education, *Inservice Teacher Education, Reading Development, *Reading Instruction, *Reading Material Selection, Semantics, Teaching Techniques, *Vocabulary Development

Identifiers—*Teaching Teen Reading Series
Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. This sixth packet is designed to enable the teacher to help students expand word meaning, using the technical vocabulary of their content areas, by demonstrating the criteria for selection of vocabulary words, guidelines for instruction, guides to independence, and methods of reinforcement. A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (LL)

ED 106 759 CS 001 779
Eberhart, Nancy A. Lloyd, Margaret V.
The Sequence of the Reading Lesson: Individualized Inservice Packet Number VII. Teaching Teen Reading Series.

Ohio State Dept. of Education, Columbus.
Pub Date 75
Note—24p.; See related documents CS 001 773-781

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Content Reading, Critical Reading, Elementary Secondary Education, *Inservice Teacher Education, *Reading Comprehension, Reading Development, *Reading Instruction, *Reading Material Selection, Teaching Techniques

Identifiers—*Teaching Teen Reading Series
Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. This seventh packet is designed to enable the teacher to utilize a sequential procedure in content reading. The objective of this is to provide students with the necessary skills to read the material, react to the printed word through independent thinking, and acquire the process and meaning of the discipline. Suggested applications with learners are presented for career education and math. A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (LL)

ED 106 760 CS 001 780
Eberhart, Nancy A. Lloyd, Margaret V.
Individualization in the Content Areas: Individualized Inservice Packet Number VIII. Teaching Teen Reading Series.

Ohio State Dept. of Education, Columbus.
Pub Date 75
Note—24p.; See related documents CS 001 773-781

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Content Reading, Elementary Secondary Education, *Individualized Instruc-

tion, *Inservice Teacher Education, Reading Development, Reading Instruction, *Reading Material Selection, Teaching Techniques Identifiers—*Teaching Teen Reading Series

Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. This eighth packet is designed to enable the teacher to individualize subject matter following an informal skills assessment. The suggested teaching tactics, intended to encourage student mastery as well as independent behavior, include assessing levels of sophistication, employing differential structuring, collaborating by groups, and varying assignment lengths. A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (LL)

ED 106 761 CS 001 781

Eberhart, Nancy A. Lloyd, Margaret V.
The Uses of Reading and Study Skills: Individualized Inservice Packet Number IX. Teaching Teen Reading Series.

Ohio State Dept. of Education, Columbus.

Pub Date 75

Note—44p.; See related documents CS 001 773-780

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Content Reading, Elementary Secondary Education, *Inservice Teacher Education, Reading Development, Reading Instruction, *Reading Material Selection, *Reading Skills, *Study Skills, Teaching Techniques Identifiers—*Teaching Teen Reading Series

Consisting of nine individualized inservice packets, the Teaching Teen Reading Series describes reading procedures applicable to instruction in all subjects in the elementary, middle, and secondary school. This ninth packet is designed to enable the teacher to help students read for information and pleasure and includes sections discussing ways to help students apply information, locate information, record information, take tests, adapt information, and use the multimedia center. A self-corrective posttest, a glossary of terms, and a bibliography are also included for use by the teacher. (LL)

ED 106 762 CS 001 789

Burmeister, Lou E.

Words-From Print to Meaning: Classroom Activities for Building Sight Vocabulary, for Using Context Clues, Morphology, and Phonics.

Pub Date 75

Note—151p.

Available from—Addison-Wesley Publishing Co., Inc., Reading, Massachusetts 01867 (\$4.95, paper)

Document Not Available from EDRS.

Descriptors—Class Activities, *Decoding (Reading), Elementary Education, Instructional Materials, *Language Skills, *Phonics, *Reading Instruction, Reading Skills Identifiers—*Word Attack Skills

This book is written for preservice and inservice teachers to explain basic theory of modern traditional word analysis programs and to supply suggestions and guidelines for classwide and small-group instruction in the various components of word analysis. Chapter 1 deals with ways of utilizing context clues to help children develop their vocabularies and identify new words. Chapter 2 deals with ways of making the teaching of morphology both more meaningful and more relevant. Chapter 3 is concerned with the content of modern phonics programs. Chapter 4 includes suggested classwide, group, and individual activities useful in the teaching of phonics to children. This book stresses the practical, rather than the theoretical, aspects of teaching reading, with a maximum of emphasis placed on examples for classroom practice. (RB)

ED 106 763 CS 001 790

Patberg, Judythe A. Pearson

The Organization and Development of a Tutorial Reading Program for Junior High Students.

Pub Date Apr 74

Note—93p.; M.A. Plan B Paper, University of Minnesota

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Cross Age Teaching, Junior High School Students, Literacy, *Program Descrip-

tions, *Reading Difficulty, Reading Instruction, *Reading Programs, Reading Skills, Remedial Instruction, Teaching Methods, *Tutorial Programs

In this paper, the development and the first three months of a reading program in which university students tutor junior high school students with reading skill deficiencies are described. In section 1, an introduction, the literacy problem that exists in the United States and the basic rationale for the tutoring approach as a solution to this problem are briefly discussed. In section 2, the development of the tutoring program is described, and some of the problems involved in coordinating efforts between a university and a public school are outlined. In section 3, an overview of the program is provided, the tutors and the students are described, and the program is detailed. In section 4, an objective evaluation of the program based on personal observations, observations of tutors, and the statements of students is presented. In section 5, recommendations for improvements in the program are made. (RB)

ED 106 764 CS 001 791

Harris, Mary McDonnell

Second Grade Syntax Attainment and Reading Achievement.

Pub Date May 75

Note—40p.; Paper presented at the Annual Meeting of the International Reading Association (20th, New York City, May 13-16, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Grade 2, Language Usage, Oral Communication, Primary Education, *Reading Achievement, Reading Development, *Reading Instruction, Reading Research, *Reading Tests, *Syntax

In this study, 100 second graders from a mid-western city were given an oral syntax test which measured seventeen syntactic competencies and a parallel written syntax test. Metropolitan reading and Slosson intelligence tests were also administered. Significant relationships between syntax attainment and reading achievement ($R = .70$) and between reading achievement and certain syntactic competencies were found. The competencies most closely associated with reading achievement were compound subject formation, adjective and adverb modification in the N/V statement, and auxiliary verb question formation. The causative effect of syntax attainment on the reading achievement of the subjects was demonstrated through analysis of redundancy coefficients. Syntax attainment was also shown to be significantly superior to intelligence as a predictor of reading achievement. Results of the study imply the importance of syntax attainment in assessment of reading achievement, in reading instruction, and in the development of models of the reading process. (Author)

ED 106 765 95 CS 001 792

Venezky, Richard And Others

On-Line Diagnosis of Reading Difficulties. Technical Report No. 327.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCCL-TR-327

Pub Date Feb 75

Contract—NE-C-00-3-0065

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, Elementary Education, Individualized Instruction, Measurement Instruments, Reading Comprehension, *Reading Diagnosis, *Reading Difficulty, *Reading Research, *Reading Skills

Identifiers—*PLATO

To individualize instruction in reading, a teacher needs diagnoses of each child's strengths and weaknesses. However, obtaining this information using traditional diagnostic tools is particularly difficult and time consuming because of the variety and complexity of the skills involved. This paper proposes the use of PLATO, a computer-aided instruction system, for the rapid diagnosis of reading skills. A study was conducted to compare the performance of children taking a reading comprehension test on PLATO to that of children taking the same test with paper and pencil. Fourteen fifth graders and 22 sixth graders from

a medium-sized parochial school in Madison, Wisconsin, participated in the study. The results showed that with proper response procedures children performed comparably in the two testing situations. This paper contains the details of the study and includes a brief outline of future plans to develop a total on-line diagnostic system. (Author/RB)

ED 106 766 CS 001 793

Smith, James A.

Creative Teaching of Reading in the Elementary School. 2nd Edition.

Pub Date 75

Note—336p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$5.95, paper; \$10.95, cloth)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Creative Development, *Creative Teaching, *Elementary Education, Literature, Poetry, Reading Development, *Reading Instruction, Reading Skills, *Teaching Methods

In this book, designed for both teachers in training and practicing teachers, an attempt is made to translate into methodology those principles of creative thinking and creative development derived from the last 10 years of reading research. Part 1, "The Nature of Creative Teaching," contains discussions of basic principles of creative teaching, the nature of reading, the creative teaching of reading, and literature and the reading program. In part 2, "The Nurture of Creativity through Reading and Literature," the creative teaching of beginning reading in the primary grades, of reading skills in the primary grades, of reading in the intermediate grades, and of literature and poetry are discussed. (LL)

ED 106 767 CS 001 794

Schell, Leo M.

Fundamentals of Decoding for Teachers.

Pub Date 75

Note—79p.

Available from—Rand McNally & Company, P.O. Box 7600, Chicago, Illinois 60680 (\$2.95, paper)

Document Not Available from EDRS.

Descriptors—Autoinstructional Aids, *Decoding (Reading), Elementary Education, Phoneme Grapheme Correspondence, *Reading Instruction, Structural Analysis, Teacher Education

Designed for use by prospective elementary school teachers and teachers currently involved in reading instruction, this book is a programmed text on the fundamentals of decoding—phonemic and morphemic analysis—using both mastery learning and reviews of each lesson and each section. The sections deal with vowel phonemes, long vowel phoneme-grapheme generalizations, other vowel phoneme-grapheme generalizations, consonant phonemes, consonant phoneme-grapheme generalizations, structural analysis, syllabification, and accenting. In the two appendices, major decoding generalizations are considered and sources on the utility of those generalizations are listed. (LL)

ED 106 768 CS 001 796

Scott, Roger O.

Objectives and Structure of the SWRL Reading Program, Blocks 1-8. Technical Note No. 3-72-42.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TN-3-72-42

Pub Date 72

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Decoding (Reading), Elementary Education, *Program Content, *Program Descriptions, Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Programs, *Teaching Methods, Word Recognition

Identifiers—Southwest Regional Laboratory

An instructional system designed to implement the objectives of the Southwest Regional Laboratory (SWRL) Reading Program is currently under development. This document defines the program objectives, content, content sequence, and pedagogical strategies for each outcome area. A

description of the program's instructional activities, their sequence, and their relation to program objectives are also included. Specifications for the initial segments of the program are described in detail. Many decisions for the design of the instruction in the latter parts of the program sequence are not yet finalized. (Author)

ED 106 769 95 CS 001 797

Kuchenbecker, Shari Young

Component Skills in the Word Decoding Task for the Beginning Reader: An Annotated Cross-Referenced Bibliography. Technical Note No. 2-72-03.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TN-2-72-03

Pub Date Jan 72

Note—137p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Auditory Discrimination, *Beginning Reading, *Decoding (Reading), Information Processing, Primary Education, *Reading Research, *Reading Skills, Visual Discrimination

The purpose of this 233-item annotated bibliography is to present relevant research addressing the primary subskills in the word decoding task. The topical areas of investigation are auditory discrimination, visual discrimination, auditory-visual integration, blending, and cognitive processing of information. An introduction and a cross-referenced subject index are included. (Author)

ED 106 770 95 CS 001 800

Manelis, Leon

"The American Heritage Word Frequency Book" and Its Relation to the Communication Skills Lexicon. Technical Note No. 2-72-38.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-38

Pub Date Sep 72

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Communication Skills, *Educational Research, Elementary Secondary Education, Measurement Instruments, Readability, Reading Instruction, *Reading Skills, *Textbooks, *Word Frequency, Word Recognition

Identifiers—*American Heritage Word Frequency Book

This paper reviews "The American Heritage Word Frequency Book" by John B. Carroll, Peter Davis, and Barry Richman (CDR). CDR is a word frequency count derived from school books for children in grades 3-9. Included in this review are an explanation of the development of CDR and a guide to its practical use. The guide can be used independently of the rest of the paper. Comments are also on the usefulness of CDR for compilation of the Communication Skills Lexicon. Finally, various word frequency counts and frequency measures are compared and discussed in terms of their utility for assigning frequency values to words in the lexicon. (Author)

ED 106 771 95 CS 001 801

Besemer, David W. Jenkins, Charles M.

Comprehension Considerations in SWRL Reading Instruction. Technical Note No. 2-72-35.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-35

Pub Date Sep 72

Note—44p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Beginning Reading, Primary Education, Readability, *Reading Comprehension, Reading Instruction, *Reading Processes, *Reading Research, Reading Skills, *Structural Analysis, Syntax

Identifiers—*Beginning Reading Program

Conceptualizations of the reading process and the nature of comprehension are discussed in relation to the Southwest Regional Laboratory (SWRL) Beginning Reading Program. A method of syntactic analysis is proposed to help identify segments of meaning in reading materials. Components for comprehension assessment and instruction based on such an analysis are suggested. An example of the analysis is presented for the first five stories in the SWRL Beginning Reading Program. Aspects of the language in the stories which can be selected for assessment or instruction are discussed. (Author)

ED 106 772 95 CS 001 802

Fiege-Kollman, Laila

Descriptions of the Structure and Ordering of Language in the Mod 2 Kindergarten Stories. Technical Note No. 2-72-34.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SWRL-TN-2-72-34

Pub Date Aug 72

Note—102p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Early Childhood Education, *Educational Research, Instructional Materials, Kindergarten Children, *Language Development, *Reading Comprehension, Reading Skills, *Sentence Structure, Structural Analysis, *Syntax

Identifiers—*Mod 2 Kindergarten Stories

A detailed description of the syntax in the Southwest Regional Laboratory (SWRL) Mod 2 Kindergarten stories is presented to aid in the formulation of comprehension assessment and instruction. The lexicon and surface structures of the sentences appearing in the stories were classified and tabled in terms of types of elements and functions. The new words and structural descriptions in each story were identified and tabled in order of introduction in the stories. Use of the tables in identifying, comparing, or constructing sentences within the lexical and syntactic constraints of the Mod 2 Kindergarten stories is discussed. (Author)

ED 106 773 95 CS 001 805

Cohen, Elaine Poppino, Mary

Self-Pacing in Reading and Writing Programs: What Does the Future Hold?

Pub Date Mar 75

Note—10p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Composition (Literary), Higher Education, *Individualized Instruction, *Reading Programs, *Self Directed Classrooms, *Self Evaluation, Student Writing Models, Writing, Writing Skills

In this individualized reading program, informal diagnosis through instructor-student conferences leads to an individual prescription, which is based on standardized test scores. Additional program components include an informal reading inventory, student's statements of goals, student's interests, student's other courses, amount of time available considering work and family demands, and visual screening. A prescription sheet is filed for each student. A student selects reading materials and/or reading machines and vocabulary words and then works through the individual prescription at his or her own pace. Class sessions for group interaction are conducted. In combining self-pacing with other approaches in a writing program, it is important to use the student's own writing as the basis of the learning module, the module being designed to help the student revise his or her own papers, line by line, and process by process. A student continues on through the pattern of writing, conferring, and revising via the learning packets until the desired grade level has been achieved on the required number of performance sheets. (LL)

ED 106 774 95 CS 001 806

Miller, Wilma H.

Reading Diagnosis Kit.

Pub Date 74

Note—279p.

Available from—The Center for Applied Research in Education, Inc., 521 Fifth Avenue, New York, New York 10017 (\$12.95 paper) Document Not Available from EDRS.

Descriptors—Cloze Procedure, Content Reading, Elementary Secondary Education, Group Reading, Independent Reading, Oral Reading, *Reading Diagnosis, Reading Instruction, *Reading Tests, Standardized Tests

Constructed to aid teachers in the diagnosis of specific reading problems of individual students or groups of students, this kit is recommended for use by elementary classroom teachers, secondary content-area teachers, reading specialists at various levels, and elementary and secondary school administrators. Section one of the kit gives directions for its use. Subsequent chapters explain the following diagnostic devices and provide specific directions for their use: observation of reading; oral reading and oral reading tests; standardized survey and diagnostic reading tests; listening comprehension tests; the individual reading inventory; group, informal, and interest reading inventories; the cloze procedure; and projective techniques. The appendices contain lists of survey reading tests, diagnostic reading tests, professional books on reading, book publishers, and test publishers. (LL)

ED 106 775 95 CS 001 807

Kline, Lloyd W.

Holy Grails and Monographs.

Pub Date Mar 75

Note—7p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Resources, *Professional Education, *Publications, Publishing Industry, *Reading, Reading Materials, *Teacher Education

It appears that there is no clear answer to the question of what people are looking for in their professional literature in reading, since professionals, including publishers, writers, and educators, are individuals with differing needs and opinions. However, settling on an answer may not be important to excellence in education; perhaps only the quest is important. (LL)

ED 106 776 95 CS 001 808

Individualized Reading and You.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date 75

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educational Diagnosis, Elementary Education, Evaluation, *Individualized Reading, *Reading Instruction, Student Needs, *Teaching Methods

Designed as an introduction to individualized reading instruction, this pamphlet considers the purpose of individualization, implementing individualized instruction, facility changes, diagnosis, evaluation, and individual student needs. The four appendices feature samples of a student record, a student plan sheet, a teacher record, and a teacher conference sheet. (LL)

ED 106 777 95 CS 001 809

The Language Experience Approach Teaching Reading.

Illinois State Office of the Superintendent of Public Instruction, Springfield.

Pub Date [72]

Note—46p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adult Literacy, Beginning Reading, Bilingual Students, Class Organization, Elementary Secondary Education, *Language Experience Approach, Language Usage, *Reading Instruction, *Teaching Methods

An overview of the language experience approach and suggestions for implementing it at all levels of instruction are presented in this booklet. Based on the assumption that it is impossible to isolate reading instruction from other language functions, a multimethod approach is described which focuses on the linguistic, conceptual, and perceptual experiences of children. The following topics are discussed: history and rationale of the language experience approach, beginning reading

instruction, the classroom as a learning laboratory, organization for learning, the language experience approach in upper elementary, middle, and high schools, adult literacy programs, and bilingual programs. (LL)

ED 106 778 CS 001 810

Potzella, Donald J.
Remembering the Functional Sentence.
Michigan Univ., Ann Arbor. Dept. of Psychology.
Report No.—AD-A-000-571
Pub Date Aug 72

Note—74p.
Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. AD-A-000-571; MF-\$2.25, PC-\$4.25)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, *Memory, Mnemonics, Psycholinguistics, *Recall (Psychological), Retention, *Semantics, *Sentences, *Syntax, Transformations (Language)

This report reviews the psychological and psycholinguistic literature from the last decade that deals with memory for sentences. It is concluded that the encoded representation of a sentence reflects both syntactic and semantic content, with the semantic content being far less transient. (Author)

ED 106 779 CS 001 819

The Louisiana State Criteria of Excellence for Schoolwide Reading Programs.

Louisiana State Right to Read Commission, Baton Rouge.
Pub Date Jan 75
Note—17p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Accountability, Elementary Secondary Education, *Evaluation Criteria, *Program Evaluation, *Reading Programs, *Standards

Identifiers—Louisiana, *Right to Read
These criteria, developed by the Louisiana Right to Read Commission, provide a statement of standards for a quality reading program. It is against these criteria that a school can evaluate its current program. Of the 25 criteria, 5 are related to the pupil, 17 are directed to the professional staff, and 3 are concerned with the local community. (TO)

ED 106 780 CS 001 821

A Collection of Games and Activities for the Instruction of Pre-Reading Skills.

Illinois State Office of the Superintendent of Public Instruction, Springfield.
Pub Date [74]
Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Articulation (Speech), Auditory Discrimination, Beginning Reading, *Class Activities, Early Childhood Education, *Educational Games, *Language Development, *Pre-reading Experience, Psychomotor Skills, Visual Discrimination

In this collection, games and activities are included for each of the following areas of pre-reading skills: language development, articulation improvement, auditory discrimination, visual discrimination, and visual motor skills. A discussion of each activity and directions for its implementation are included as well. (LL)

ED 106 781 CS 001 822

Ideas for Classroom Reading Activities.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.
Pub Date [74]
Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Class Activities, *Classroom Techniques, Elementary Education, *Reading Development, *Reading Instruction, *Teaching Methods, Vocabulary Development, Word Recognition

This document contains 21 reading activities for students in kindergarten through grade six. A description and procedure are given for each activity, including a list of materials needed. The activities include a variety of word games, multimedia approaches, and creative writing exercises. (LL)

ED 106 782 88 CS 001 823

Project: Pegasus [Personalized Education Growth and Achievement; Selective Utilization of Staff].

Tuscaloosa City Board of Education, Ala.
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date 74

Note—300p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs." Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Diagnostic Teaching, *Differentiated Staffs, *Effective Teaching, Elementary Education, Individualized Reading, Reading Diagnosis, *Reading Instruction, *Reading Programs, *Sequential Reading Programs, Teacher Role

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act Title III, ESEA Title III, Right to Read

One of the programs included in "Effective Reading Programs..." the Continuous Progress Reading Program is structured by specific performance objectives and corresponding diagnostic test items within each of 17 sequential levels. Begun in 1971, the program serves first through sixth grade students in a number of schools. The students move through a cycle in which their reading levels are determined and their specific reading skill needs are diagnosed. On this basis, subgrouping takes place within levels according to specific needs, and instructional activities are prescribed and conducted to meet individual and group needs. When a student has mastered the skills at one level, his or her needs at the next level are diagnosed and the cycle begins again. Feedback about each child's performance is provided to children individually, to children in small groups, and to parents in conferences. A major goal of the program is to evolve an increasingly efficient differentiated staff operation and to develop detailed descriptions of staff roles and organization charts. Program materials include informal reading inventories, a teacher handbook, and a collection of plans for varied skill development activities. (TO/AIR)

ED 106 783 32 CS 001 824

[Diagnostic-Prescriptive-Individualized (D.P.I.) Primary Reading Program].

Louisville Univ., Ky.
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date 74

Note—604p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$ 1.08 HC-\$31.10 PLUS POSTAGE

Descriptors—Cross Age Teaching, *Developmental Reading, Diagnostic Teaching, Disadvantaged Youth, *Effective Teaching, Individualized Reading, Language Development, Primary Education, *Reading Instruction, *Reading Programs

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act Title I, ESEA Title I, Right to Read

One of the programs included in "Effective Reading Programs..." this program serves over 3,100 first, second, and third grade, predominantly disadvantaged, children. Approximately 2,000 junior high school students also participate in the program as cross-age tutors. Begun in 1972, the program focuses on reading and language development. Children work from educational prescriptions, prepared at the beginning of each of 10 three-week cycles. The content of prescriptions is determined by the child's ability level and specific strengths and weaknesses as identified by standardized and diagnostic tests, the child's most effective learning mode, and the child's interests. At the end of each three-week cycle, criterion-referenced items based on specific objectives are administered and prescriptions are adjusted accordingly. (TO/AIR)

ED 106 784 CS 001 825

Sinclairville Right to Read SILO [Sinclairville Individualized Learning Organizer].

Cassadaga Valley Central Schools, Sinclairville, N.Y. Right to Read Center.
Pub Date 74

Note—108p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected

Programs." Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Diagnostic Teaching, *Effective Teaching, Elementary Education, *Reading Instruction, *Reading Programs

Identifiers—*Effective Reading Programs, Right to Read

One of the programs included in "Effective Reading Programs..." this program's goals are to improve children's reading ability, to provide each child with an individually tailored instruction prescription based on diagnosed needs, and to involve the community in a democratic process of planning and helping. The program is operated in one elementary school which serves 500 predominantly white children in grades K-6. The students live in rural areas and are from low-income families. Teachers use an 80-page guide to available diagnostic instruments and prescriptive materials that summarizes the potential resources of the program and outlines the means to reach the defined objectives. Classroom organization varies, and students are assigned to classrooms which suit their individual needs. Teachers ascertain the reading needs of each student and prepare a prescription of instructional activities designed to meet these needs. All available commercial and locally developed instructional materials have been keyed to the specific skill areas and are organized for easy reference in the Sinclairville Individualized Learning Organizer. Many of the materials used are self-correcting, and in many classrooms contracts are used. (WR/AIR)

ED 106 785 CS 001 826

A Language Arts Program for the Nonacademic Students on the Secondary Level.

Florence School District 1, S.C.
Pub Date 73

Note—18p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Effective Teaching, Language Arts, *Noncollege Preparatory Students, *Reading Instruction, *Reading Programs, Remedial Instruction, Secondary Education, Self Concept, Student Attitudes

Identifiers—*Effective Reading Programs, Right to Read

One of the programs in "Effective Reading Programs..." this program is designed for students who find academic achievement difficult or who do not plan to continue their education beyond high school. Begun in 1968, the program serves approximately 2,400 black and white junior and senior high school students. The program strives to involve the students in the total academic program and to allow them to experience success. In addition to their academic needs, a primary concern is the students' psychological needs—their capabilities, interests, attitudes, goals, cultural values, and self-concepts. The curriculum is divided into seven phases of achievement, and students proceed at their own rate. The teaching of listening, speaking, reading, and writing skills, with emphasis given to life-related activities, is included. Traditional grammar and literature books are replaced by many materials, including paperbacks, skilltests, skilltapes, newspapers, periodicals, maps, and forms such as application blanks and brochures. Instruction is done in small groups, partnership study, student-tutored groups, and individually, and an effort is made to establish a classroom environment that is stimulating but nonthreatening to the student. (TO/AIR)

ED 106 786 CS 001 827

Project Successful Beginning.

Baltimore County Board of Education, Towson, Md.

Pub Date 74

Note—8p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Diagnostic Teaching, *Effective Teaching, *Individualized Reading, Language Development, *Learning Modalities, Perceptual Development, Primary Education, Reading Diagnosis, *Reading Instruction, *Reading Programs, Tutoring

Identifiers—*Effective Reading Programs, Right to Read

One of the programs included in "Effective Reading Programs..." this program is designed to help primary level children achieve success in language development before a pattern of failure is established. The program began in 1969 and serves 219 first, second, and third graders. The program employs diagnostic measures to identify each child's learning modality or learning ability pattern—for example, high/low visual, high/low auditory, high/low kinesthetic-Tactile. An individualized instructional program is subsequently designed to meet the student's learning pattern by stressing the potential strengths and supplementing the usual weaknesses associated with the student's particular modality. Perceptual development is emphasized. Selected students attend auditory, visual, language, and motor development classes conducted by special area personnel. Grouping is done across grades by achievement and modality. Parent volunteers and high school aides are used to assist with individual or small-group needs. Individual pupil evaluation profiles are prepared regularly, and all staff who have contact with each child meet periodically to diagnose and prescribe a unique instructional program for the child. (TO/AIR)

ED 106 787 88 CS 001 828
Success through Identification and Curriculum Change.

Sapulpa Public Schools, Okla.
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date 74

Note—19p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs;" Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Affective Objectives, Beginning Reading, Cognitive Development, *Effective Teaching, *Individualized Reading, Parent Role, Primary Education, Psychomotor Objectives, *Reading Instruction, *Reading Programs
Identifiers—*Effective Reading Programs, Elementary Secondary Education Act Title III, ESEA Title III, Right to Read

One of the programs included in "Effective Reading Programs..." this program is based on the principle of early identification of students' strengths and weaknesses and the development of individualized methods to correct the weaknesses and emphasize the strengths. The program, begun in 1972, serves 749 kindergarten and first-grade students and is to be expanded to the second grade. Many students are educationally handicapped. Touching the cognitive, affective, and psychomotor realms, the program uses diagnostic test scores for identifying goals and developing behavioral objectives. Strategies to deal with needs have evolved in several directions. One is simply providing more adult attention and instruction for children. Aides have been added to all kindergartens and most first grades, and upper-grade students are used as tutors. Individualization is stressed through such activities as creative story writing, story dictation, and individual vocabulary development. Children with identified deficiencies take "Home Learning Kits" home with them and work with their parents, who receive training in use of the materials. Each child also has a prescriptive printout which helps the teacher to correct weaknesses and enhance strengths. (TO/AIR)

ED 106 788 CS 001 829
Brink, Steve And Others
Interdisciplinary Programs.
San Jose Unified School District, Calif.
Pub Date 74

Note—322p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—*Effective Teaching, Grade 9, *Reading Improvement, *Reading Instruction, *Reading Programs, *Remedial Reading, Secondary Education

Identifiers—*Effective Reading Programs, Right to Read

One of the programs included in "Effective Reading Programs..." this program is designed for those students who are reading below grade level. The program serves 500 ninth-grade stu-

dents from a residential area of a large city. The students are predominantly white and from middle-income families. The objective of the course is to develop the student's basic study skills, sight vocabulary, word attack skills, and reading comprehension. Instruction is under the supervision of a reading consultant, whose activities fall into three major areas: providing remedial reading instruction for those students whose standardized test scores and classroom performance indicate a severe remedial need, grouping the students into cluster classes based on their reading and composition skills, and providing inservice help for cluster teachers who provide reading instruction as a regular part of their classes. The major activities in the program include oral reading, reading games, the use of tape recordings to learn word sounds, timed and recreational reading, work with reading machines, listening for comprehension, and workbook exercises for programmed instruction. College student aides assist the severely handicapped students. (WR/AIR)

ED 106 789 CS 001 830
Williams, Ralph L., Jr.
[Sound-Word-Sentence-Meaning Song Cards].
Fremont Unified School District, Calif.
Pub Date 73

Note—130p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs;" Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Basic Reading, *Beginning Reading, *Effective Teaching, Elementary Education, *Music Activities, Phonics, *Reading Instruction, *Reading Programs, Remedial Reading
Identifiers—*Effective Reading Programs, Right to Read

This program, one of those included in "Effective Reading Programs..." is used as a supplementary program for over 400 first graders in 17 classes at eight elementary schools. The children, most of whom are white, come from middle-income families in a small city. The program was developed to strengthen the basic reading program by using songs, word riddles, and play-at-home games. Specifically, the program aims to develop early in the first-grade experience the ability to hear and visually recognize separate sounds in words; to familiarize beginning readers with the vocabulary they will later encounter in their basal texts; to develop the meaning of the vocabulary taught; and to present necessary patterned drill without the usual monotony of traditional instruction. Students are taught a traditional first-grade song, which the teacher subsequently uses as the basis for reading skill instruction. Song cards are used to provide sounds in the context of words and words in the context of sentences, and to develop phonetic sounds that include consonants, vowels, blends, diphthongs, and phonograms. The play-at-home games are vocabulary maintenance games. The program operates in the regular classroom. (WR/AIR)

ED 106 790 CS 001 831
Comprehensive Client-Centered Basic Skills and Staff Development Center (Project BASIC).
Cedar Rapids Community School District, Iowa.
Pub Date 74

Note—1,290p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$ 2.18 HC-\$65.39 PLUS POSTAGE

Descriptors—*Developmental Reading, *Effective Teaching, Elementary Education, Instructional Materials, Reading Games, *Reading Instruction, *Reading Programs, Reading Skills, Teaching Methods
Identifiers—*Effective Reading Programs, Right to Read

One of the programs included in "Effective Reading Programs..." is program, begun in 1971, serves 8000 children in grades 1-4. The program staff has developed a Reading Skills Station notebook, indexed to a criterion-referenced test system, that identifies and describes specific reading skills and suggests over 150 game-like activities that reinforce each skill. Most of the activities require minimal preparation easily handled by a volunteer. The notebook also includes directions for arranging skill centers in the classroom. The staff has also organized Reading Skill Cards, which are indexed to all available materi-

als in the district. The combined project staff and school staff focus on providing demonstration school children with a reading skills period for 30 minutes a day, four days a week, for nine weeks. Teachers who are not trained in one of the demonstration schools participate in off-hour inservice sessions that cover much of the same information provided to the demonstration school staffs. Teachers attempt to make reading a reinforcement in itself by encouraging children to read freely and independently when time allows. Some reinforcement with tokens. (TO/AIR)

ED 106 791 95 CS 001 833
Borton, Terry Newberg, Norman
Education for Student Concerns: Affective Education Research Project.
Philadelphia School District, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 72

Note—208p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—*Communication (Thought Transfer), *Communications, *Curriculum Development, *Humanistic Education, Individual Development, Models, Relevance (Education), Secondary Education, Self Actualization, Self Concept, Student Development, Student Interests, *Urban Studies, Values

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The theoretical section of this paper briefly suggests why a period of drastic social change demands a curriculum which is more relevant to the concerns of students and presents an information processing model of man as the basis on which to develop such a curriculum. A rationale for teaching particular processes (rather than specific content) is developed, and a model sequence is outlined, as is a model for teaching a particular lesson or lessons. Two courses built on these models are described in lesson plans, one in communications and one in urban affairs. (Author/LL)

ED 106 792 CS 001 836

Reynolds, Peggy
Physical Mastery of the English Language: The First Step in Teaching the Immigrant Conversational English.
Pub Date Mar 75

Note—11p.; Paper presented at the Annual Meeting of the Western College Reading Association (8th, Anaheim, California, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adult Education, *English (Second Language), *English Programs, *Immigrants, Instructional Materials, Language Instruction, Language Skills, Linguistic Competence, Oral Expression, *Program Descriptions, *Teaching Methods

A program designed to teach English as a second language is described in this paper. The primary objective of the program is to teach adult immigrants to discriminate and articulate English speech sounds so that they are able to participate in oral communication with the English-speaking community. Following a description of the program, the methods and materials used to improve the oral language skills of adult immigrants are described. (RB)

ED 106 793 CS 001 843
Marzano, Robert J. DiStefano, Philip
Elements of the Word Recognition Process: A Two Part Study.
Pub Date 75

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Associative Learning, Beginning Reading, *Decoding (Reading), Elementary Education, Reading Research, Reading Skills, *Sight Method, *Word Recognition

There are basically two different models for the word recognition process. One model postulates that a reader primarily uses sound/symbol cues to recognize a word; a second model states that a reader focuses mainly on whole-word characteristics. To determine which model best fits beginning and adult readers, a multiple regression analysis was conducted to determine the relative

strength of sound/symbol and whole-word characteristics as predictors of word recognition difficulty. The analysis indicated that whole-word characteristics are strong predictors of recognition difficulty at all levels; sound/symbol characteristics are significant predictors up to the fourth grade. This was interpreted as evidence that beginning readers use sound/symbol and whole-word cues but gradually become less reliant on sound/symbol information. In an effort to increase the predictable variance in word recognition difficulty, another predictor (previous exposure to a word) was experimentally entered into the regression equation. It was found that exposure to a word was the strongest predictor of word recognition difficulty. This was interpreted as evidence that experience with a word is an important, if not the most important, aspect of the word recognition process. (Author)

ED 106 794 CS 001 844
New York City Right to Read Impact Project.
New York City Board of Education, Brooklyn, N.Y. Bureau of English.
Pub Date 74

Note—256p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs." Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Content Reading, Diagnostic Teaching, Disadvantaged Youth, *Effective Teaching, Individualized Reading, Inservice Teacher Education, *Reading Instruction, *Reading Programs, *Remedial Reading, Secondary Education, Study Skills

Identifiers—*Effective Reading Programs, Right to Read

One of the programs included in "Effective Reading Programs..." this program, begun in 1972, serves about 2,200 disadvantaged high school students, most of whom are black or Spanish-speaking, in three New York City high schools. The program's main goals are twofold—the early identification and remediation of reading disabilities through the use of study skills centers, and ongoing teacher training, stressing on-the-job training of teachers in all content areas. The remedial approach employs reading centers, diagnostic-prescriptive techniques, programmed learning multimedia materials, and individualized contracts. Materials are self-directing and self-correcting, and students chart their own progress. Training of teachers in the content areas is accomplished by a system of assistants: the content area trainee assists a more fully trained teacher in the reading laboratory and is in turn assisted by a master reading teacher in his or her own classroom. At each school, paraprofessionals are trained in workshops, on the job, and in a series of conferences with the reading coordinator. Parents are involved in a variety of ways, including serving on a task force and working as paraprofessionals. (TO/AIR)

ED 106 795 88 CS 001 845
Matteson Four-Dimensional Reading Project.
Matteson School District 162, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Aug 74

Note—96p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Developmental Reading, *Effective Teaching, Elementary Education, Independent Reading, *Individualized Reading, Programmed Instruction, Reading Comprehension, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act Title III, ESEA Title III, Right to Read

One of the programs included in "Effective Reading Programs..." this program serves more than 1,800 children in grades 1-8. Begun in 1972, this program is designed to provide a strong foundation in reading. The teachers in the district defined by behavioral objectives those reading skills essential to decode and comprehend unfamiliar material. They then developed the Matteson 4-D Index Guide, which cross-references by skill and readability level all commercially available materials in the district. The colored index

cards list a skill, a related subskill, and pages in specific materials where the child will find work on that subskill. Teachers also wrote individualized learning packets that list one of the behavioral objectives and related learning activities. After completing a major skill, the child takes a criterion-referenced test and either moves to the next major skill or does appropriate review activities. This process continues until the child has successfully completed all levels in the program. Working independently, children spend about two days a week on reading skills and the remaining time on reinforcing activities such as free reading, silent reading, listening games, or composition. (TO/AIR)

ED 106 796 32 CS 001 846
[Learning Achievement through Saturated Educational Resources (LASER)].
Riverside Unified School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 71

Note—101p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs." Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Bilingual Students, *Effective Teaching, Elementary Grades, Paraprofessional School Personnel, Reading Improvement, *Reading Instruction, *Reading Programs, Remedial Reading

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act Title I, ESEA Title I, Right to Read

One of the programs included in "Effective Reading Programs..." this program serves 414 students in K-6. The students are black, white, and Spanish-speaking and come largely from low-income families living in a small city. The dominant feature of the program is the extensive employment of specialized instructional staff, both professional and paraprofessional. In order to increase their effectiveness with children, teachers and aides receive inservice training based on individual assessment of students' special strengths and needs. Teaching focuses on a diagnostic-prescriptive approach which includes pretesting, developing an individualized program of study, and maintaining a profile detailing the needs, program, and progress of each child. Team teaching and learning centers are employed. For children who do not function adequately and confidently in English, bilingual instructional support is provided through two programs: English is a second language and bilingual language development. A multicultural component is designed to promote racial and ethnic awareness and understanding among staff, students, and community members. (WR/AIR)

ED 106 797 CS 001 847
Jefferson School Design for Right to Read.
La Crosse Joint District 5, Wis.
Pub Date 72

Note—30p.; See CA 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs." Not available in hard copy due to marginal reproducibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Disadvantaged Youth, *Effective Teaching, Elementary Education, Individualized Instruction, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 391 children from preschool through grade 6. The students are largely disadvantaged, and some are physically handicapped and/or mentally retarded. The program is designed to improve students' reading skills and attitudes toward reading, to improve teachers' ability to individualize reading instruction, and to increase the amount of school-community interaction. Classes are organized into three units: primary, including ages 4-9; middle, ages 7-11; and upper, ages 9-13. Instruction is individualized and based on the Wisconsin Design for Reading Skill Development, with pretesting for diagnostic purposes, teacher-directed skill instruction, and post-testing for assessment of skill mastery. Minicenters in several classrooms offer individualized

reading activities and games, and some are motor-perceptually oriented. An important component is motor-perceptual movement patterns, a step-by-step progression of muscular development to improve coordination, particularly for reading. Volunteers utilized are parents, grandparents, senior citizens, community members, and older students. (WR/AIR)

ED 106 798 32 CS 001 848
Prime Reading Program.
Fresno City Unified School District, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Jan 73

Note—641p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$ 1.08 HC-\$32.37 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Cross Age Teaching, Disadvantaged Youth, *Effective Teaching, Elementary Education, Parent Participation, *Reading Instruction, *Reading Programs, Urban Education

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act, ESEA, Right to Read

This program, included in "Effective Reading Programs..." serves more than 11,200 disadvantaged students in kindergarten through grade 6. The children live in an inner-city area and come from low-income families. The program is individualized and objectives based. The basic reading skills to be learned from readiness to grade 8 are defined in behavioral objectives and arranged in order of difficulty on a continuum provided for the teacher. The teacher selects from a wide variety of materials at the school resource center those materials most appropriate for each objective and for each student's learning style. Following instruction, the student is tested on the objective and, on mastery, progresses to the next objective. An individual student profile indicates the objectives mastered to date and the objective currently being studied. Students receive tutoring assistance from neighboring junior high school students, and a parent advisory committee plays an active role in the program. Teachers and the coordinator and librarians receive 110 hours of inservice training per year covering basic reading skills, use of diagnostic instruments, instruction techniques based on students' learning modality, and classroom management systems. (WR/AIR)

ED 106 799 CS 001 849
Boise Structured Tutoring Program.
Boise City Independent School District, Idaho.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 75

Note—21p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cross Age Teaching, *Effective Teaching, Elementary Education, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, Remedial Reading

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act TITLE I, ESEA Title I, Right to Read

This program, included in "Effective Reading Programs..." serves 750 first-through third-grade students from 14 elementary schools. The program is designed to teach letter names, consonant and vowel sounds, sight words, and decoding skills to students who have deficiencies in basic reading skills. The basic elements of the model include the following: pre-established instructional objectives, predetermined sequence for introducing the objectives, means of assessing mastery of the objectives, materials geared to instructional objectives, prescriptions for individual students based on pretest performance and prepared by trained tutors, procedures for systematically checking individual student mastery of instructional prescriptions, record-keeping procedures for tracking assignment and completion of prescriptions, and procedures for ensuring that objectives previously mastered are systematically reviewed. The program uses peer tutors who are fifth- and sixth-grade students at the same school as the program students. The tutors are tested and trained and then participate in role-playing

situations to practice their skills before they begin tutoring. Tutors assist only one student during the school year. (WR/AIR)

ED 106 800 CS 001 850

Lippincott Basic Reading Program.
Monterey Peninsula Unified School District,
Monterey, Calif.
Pub Date 74

Note—848p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$1.39 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Basic Reading, *Decoding (Reading), *Effective Teaching, Language Arts, Primary Education, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 459 students in grades 1-3 at 15 elementary schools. The program employs a diagnostic-prescriptive approach to instruction in a nongraded setting through the use of the Lippincott Basic Reading Program. When a child enters the program, he is introduced to a decoding process that teaches him to sound out all letter sounds. During this decoding process the child is able to connect the sounds, or partial words, into a complete word. All phonetic activities, including word songs, ear-training exercises to distinguish sounds, and pictures to discriminate and recognize words, are introduced in grades 1 and 2. The child learns to reinforce the skill by reading from workbooks, dictated materials, filmstrips, and code books that offer additional practice in the development of reading skills. Much of the phonetic introduction and reinforcement is done in group settings. If a child is having difficulty in the group, the teacher or aide takes the child out of the group to teach the child in an individual setting. All during the program, various types of reading materials and activities, including other texts, library materials, kits, listening posts, and card games are used. (WR/AIR)

ED 106 801 CS 001 851

Reading Improvement Program.
Moorestown Public Schools, N.J.
Pub Date 74

Note—1,362p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$ 2.34HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Developmental Reading, *Effective Teaching, Elementary Education, Individualized Instruction, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves over 900 first through fourth grade children. To accommodate the individual learning styles and rates of learning for these children, a team of teachers has prepared a reading improvement guide consisting of three manuals that identify essential reading skills each child should have by the end of fourth grade. Following each skill, written in the form of behavioral objectives, are specific references to many different instructional strategies that teach and reinforce each skill. The format also includes suggested tests that assess the degree of achievement of each skill. To further facilitate individualized instruction, teachers employ a variety of classroom management techniques. Typically, at least 40 minutes a day is devoted to reading skills development; many teachers, to reinforce the skills, extend and integrate the emphasis into other subject areas throughout the day. (TO/AIR)

ED 106 802 CS 001 853

[Individualized Reading and Social Science Program.]
Georgia Univ., Athens.
Pub Date 74

Note—235p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—*Developmental Reading, *Effective Teaching, Elementary Education, *Individualized Reading, *Reading Instruction, *Reading Programs, Reading Skills, Rural Education, Social Sciences

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves over 800 rural elementary school students, both black and white. The program curriculum is designed to improve the student's basic skills in reading and social science learning. The student reads or listens to short passages that are based on the concept of the functional community. After each passage, the student answers up to 18 multiple-choice questions that are directly related to the content of the passage but that may require the student to evaluate or generalize from the passage. Students score their own tests and enter their scores on reading profile sheets. Project students receive about 50 minutes a day of instruction in this reading program. At the beginning of the year, each student's reading status is determined from his or her ability to read the first two or three passages in the curriculum. Students who read the first several passages correctly proceed through the materials at their own rate, recording answers to the questions following each passage on an answer sheet, scoring the sheet, and recording their scores on profiles. During this process the teacher serves as a supervisor, adviser, and motivator. (WR/AIR)

ED 106 803 CS 001 854

Erickson, Michael E.
Department of Directed Studies, La Junta, Colorado. (Otero Junior College's Reading/Study Skills Laboratory—A Supporting Service).
Otero Junior Coll., La Junta, Colo.
Pub Date 72

Note—13p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Effective Teaching, Individualized Reading, Junior Colleges, Open Enrollment, *Reading Instruction, *Reading Programs, *Reading Skills, *Study Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 450 students at Otero Junior College (La Junta, Colorado). One of the goals of the program, begun in 1969, is to permit the junior college to retain or even slightly increase its academic standards while, at the same time, admitting all students irrespective of their preparation. To improve the skills of students, a three-unit course in reading/study skills is offered. The goals of the students taking the course range from passing the GED examination to excelling in upper-level humanities courses. The initial phase of the course is a teacher-student interview for which the student assesses his or her own needs and goals. During the initial development of the individual program for that student, the instructor observes the student's skills and adjusts the instructor to remedy the deficits. The instructor always places a strong emphasis on supportive counseling so that the student's immediate academic needs are being met by the program. The program is designed to correct the skill deficiencies of those students who, prior to this program, had histories of dropping out or academic failure. It also serves many high-achievement students who take the course to work on specific skills. (TO/AIR)

ED 106 804 88 CS 001 855

Anderson, John D.
South Douglas County Early Childhood Education Project. Third Year Evaluation Report.
South Umpqua School District, Myrtle Creek, Oreg.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 74

Grant—OEG-0-71-1772(290)

Note—178p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Early Childhood Education, Educationally Disadvantaged, *Effective Teaching, Handicapped Students, Parent Participation, *Reading Instruction, *Reading Programs

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act Title III, ESEA Title III, Right to Read

This program, included in "Effective Reading Programs..." serves about 450 educationally disadvantaged children, aged from 3-5 years, and approximately 40 handicapped students, aged from 0-5 years. The overall goal of this project is to establish a partnership between school and parents for the purpose of educating preschool children. During the school year, community coordinators visit the homes of program children and give the parents learning activity packets designed to provide children with needed developmental activities. Every six weeks a reading party is held for program children and their parents in order to provide group learning experiences for the children and allow parents to discuss instructional ideas and techniques with the project staff. In addition, parents serve on curriculum committees that meet every three months. The locally developed curriculum is based on 38 instructional objectives and is divided into 48 activity packets and a summer activity packet. The curriculum is based on three levels of skill proficiency, including eight curriculum streams. (WR/AIR)

ED 106 805 CS 001 856

McGraw-Hill Programmed Reading Evaluation.
Norfolk Public Schools, Va.
Pub Date 73

Note—120p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Effective Teaching, Elementary Education, *Independent Reading, Inservice Teacher Education, *Programed Instruction, *Reading Instruction, *Reading Programs

Identifiers—*Effective Reading Programs, Right to Read

One of the programs included in "Effective Reading Programs..." this program, begun in 1972, serves about 3,600 disadvantaged first through fourth grade students. The independent learning approach is featured in this program. Placement tests help teachers determine each child's needs, and diagnostic tests monitor student progress. Programed readers enable students to work independently and to check their own work. Classroom aides and reading teachers assist in the classroom and prepare instructional aids and games for student use. Inservice training is stressed throughout the year and include on-site supervision of classroom teachers and aides and monthly training sessions of about one hour. The programed reading program published by McGraw-Hill Book Company provides the core of this program. In addition to the programed readers, a number of other materials are used. (TO/AIR)

ED 106 806 CS 001 857

Birch Lane Elementary School Media Services Program.
Davis Joint Unified School District, Calif.
Pub Date 74

Note—70p.; See CA 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Developmental Reading, *Effective Teaching, Elementary Education, *Multimedia Instruction, *Reading Instruction, *Reading Programs

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves all 629 students in kindergarten through grade 6 in one elementary school. The program population includes disadvantaged, bilingual, physically handicapped, and mentally retarded students as well as gifted students. The curriculum is organized in a "Man and his ..." format and includes the following eight themes: environment, history, society, communication, arts, cultural heritage, occupation, and future. Classroom instruction each month is related to one of these areas, and the school's media center organizes programs around each month's topic.

offering guest speakers, films, displays, and study trips. Students use the media center individually or in small groups in an informal atmosphere. Students in special reading programs participate in media center programs designed to enlarge their vocabularies, stimulate and expand their interests, and motivate them to learn. The media center includes a darkroom and a kitchen as well as a reading resource center. For teachers' use, a handbook has been developed on the use of materials and equipment in the center, as well as a list describing instructional reading materials available in the center. (WR/AIR)

ED 106 807 CS 001 858

PREP (Pre-Discharge Education Program), Longview Community College-Richards-Gebaur Air Force Base, Missouri.
Longview Community Coll., Lee's Summit, Mo.
Pub Date 74

Note—8p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Effective Teaching, High School Equivalency Programs, Language Skills, Mathematics Instruction, Military Personnel, Non-credit Courses, Postsecondary Education, *Reading Instruction, *Reading Programs, *Reading Skills, *Study Skills

Identifiers—*Effective Reading Programs, Right to Read

One of the programs included in "Effective Reading Programs..." the Pre-Discharge Education Program (PREP), annually serving 100 Air Force personnel who want to refresh their skills before entering college or to obtain a state certificate of high school equivalency, offers non-credit preparatory training to service personnel. Begun in 1972, the program offers courses that encompass reading, college preparatory writing, math-algebra, and study skills, and also provides assistance to students in determining their aptitudes and vocational interests. When students enter the reading courses, they are tested to determine reading speed and rate of comprehension. Each student is assigned individual work in appropriate commercial reading programs to increase skills in reading for ideas, interpreting written materials, and taking tests. Written work is assigned to improve the student's vocabulary, spelling, dictionary use, and pronunciation. Instructors provide students with continuous feedback at each session, emphasizing success rather than penalizing failures. The program is offered three times a year in three-month sessions. (TO/AIR)

ED 106 808 95 CS 001 859

McKinley School Right to Read Project.
Parsons District Schools, Kans.
Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.
Pub Date 72

Note—11p.; See CA 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Effective Teaching, Elementary Education, Individualized Reading, *Parent Participation, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." involves all 200 black and white pupils in kindergarten through grade 6 in this small city school. The program has several components: a free-reading period held for 20 minutes each day, a library program, and a reading plan which combines three programs into one. The three reading-plan programs are: the Wisconsin Design for Reading Skill Development, used for one 25-minute period each day to accomplish diagnostic-prescriptive techniques; basic reading, used for one hour a day at the primary level and two to three periods a week at the intermediate level; and individualized reading, offered for one hour each day. An additional component uses parents and community volunteers to tutor students on a one-to-one basis three times a week. The program emphasizes staff and parent development. Monthly inservice meetings for teachers are coordinated with evening meetings for parents at which some of the same speakers and consultants

are used. Parent teas are held weekly to discuss issues in the reading program. (WR/AIR)

ED 106 809 CS 001 860

Mamaroneck Right to Read Tutorial Program.
Mamaroneck Union Free School District 1, N.Y.
Pub Date 74

Note—37p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs". Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Diagnostic Teaching, *Effective Teaching, Elementary Education, Individualized Reading, *Reading Instruction, *Reading Programs, *Remedial Reading, Tutoring

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." was begun in 1971 and serves about 300 students in kindergarten through grade 6. Three or four children from each class, who are identified by test results and/or evaluation by a teacher or a reading consultant as those most in need of remedial reading instruction, are selected for tutoring. Teachers have the option of meeting with this small group before or after school and of instructing their own students or those from another class. For each child a diagnosis is made and specific long- and short-term goals are established, all of which assist the teacher and reading consultant in preparing an individualized study plan. Substitute teachers are also available to relieve the regular teacher if a need exists to meet with the reading consultant during the school day to discuss a particular problem. (TO/AIR)

ED 106 810 CS 001 861

The New Approach Method (NAM).
NAM Child Development Center, Trenton, N.J.
Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date 70

Note—960p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs". Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$ 1.55HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Effective Teaching, Individualized Instruction, Parent Participation, *Prereading Experience, Preschool Education, *Reading Instruction, *Reading Programs, *Reading Readiness, Reading Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." began in 1969. Forty-five preschool-age children are receiving prereading and reading instruction, and parents of 100 other children are using the materials to teach their children at home. The New Approach Method is a series of 84 gamelike lessons, each of which is taped for a particular child by his or her learning partner. The first 36 lessons cover use of the tape recorder and prereading skills such as color recognition, spatial relationships, shapes, and cardinal and ordinal number concepts. The remaining lessons teach reading skills such as identification and printing of letters, consonant and vowel sounds, word families, and sight word recognition. Several concepts are usually combined in each lesson, and concepts are repeated and reviewed frequently. Accompanying each lesson is a series of worksheets that provide visual reinforcement for the taped lesson. By the way a child responds to instructions, the learning partner knows when the child has not understood a key concept. The learning partner can then reinforce the new lesson with supplementary activities, repeat prior lessons, or ask family members or school staff members for help in presenting the lesson. (TO/AIR)

ED 106 811 CS 001 862

[Mentor High School Reading Program.]
Mentor Exempted Village School District, Ohio.
Pub Date Mar 75

Note—8p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs". Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Content Reading, *Developmental Reading, *Effective Teaching, Listening Skills, *Reading Instruction, *Reading Programs, Reading Skills, Secondary Education, Speech Skills, Writing Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, begun in 1968 and included in "Effective Reading Programs..." serves about 2,800 students in grades 10-12. A secondary reading skills chart was developed, behavioral objectives were written, and minimal-competency tests in both reading and writing were prepared. During the school year, all skills listed on the chart are reviewed by all tenth-grade students in every language arts class. In April, the two competency tests are administered to these students. Students whose test results indicate that they are deficient in reading or writing skill development are required to enroll in a corrective program at the beginning of the 11th grade. They remain in the program until they have reached competency level. Students who demonstrate reading and writing competency in grade 10 are free to enroll in courses in the nine-week elective program in grades 11 and 12, where development in the four language skills areas—reading, writing, speaking, and listening—is continued, using interest-centered content. Teachers in content areas other than language arts are also involved in the program, working with the reading specialist and using the learning/media centers with their students. (TO/AIR)

ED 106 812 CS 001 863

The Fort Worth Plan: A Systems Approach for Continuous Progress in Reading for All Elementary Children.

Fort Worth Public Schools, Tex.
Pub Date 74

Note—47p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Bilingual Students, *Developmental Reading, *Diagnostic Teaching, *Effective Teaching, Elementary Education, Individualized Reading, *Reading Instruction, *Reading Programs

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." was begun in 1970 and serves more than 26,000 students in grades 1-5 in 77 Fort Worth elementary schools. A diagnostic-prescriptive approach is used to teach reading to these students. A "Continuum of Reading Skills" sets forth a basic philosophy, a hierarchy of skills, diagnostic procedures and prescriptive alternatives, and an inventory of multimedia materials for teaching the skills. Multiple basal readers are used in addition to a variety of support materials. Reading specialists coordinate the program in each school and help in diagnosing problems and designing appropriate instructional programs. Resource teachers support classroom teachers by working with principals and reading specialists on special needs and with children as well. Extensive inservice activities are provided at the building level and on a citywide basis. Special needs are met with intensified programs. An intensified bilingual program meets the needs of the Mexican-American population. A parent-involvement program is evolving in the form of volunteer tutoring and instructional aide services. (TO)

ED 106 813 CS 001 864

Individualizing Instruction: Placing Learning Ahead of Teaching.

Florence School District 1, S.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date 74

Note—13p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Critical Reading, Diagnostic Teaching, *Effective Teaching, Elementary Education, *Individualized Reading, Language Arts, Mathematics, Problem Solving, *Reading Instruction, *Reading Programs, Self Concept, *Self Directed Classrooms

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act Title III, Right to Read

This program, included in "Effective Reading Programs..." was begun in 1971 and serves 145 randomly selected students in grades four, five, six, and eight. The program has two main objectives: (1) participating students will achieve higher standardized test scores in language arts and mathematics than control students and (2) participants will demonstrate skills of decision making, problem solving, critical thinking, and self-directed learning. After assessing student needs, using standardized tests and informal devices such as sociograms and autobiographies, teachers write individual prescriptions for each student that are adjusted to the student's daily needs. Classroom organization, in an open space setting, employs team teaching and provides for one-to-one instruction, large- and small-group instruction, individual work at learning stations, and self-selected activity by the student. Learning stations are designed with precisely stated goals and techniques for self-evaluation so that the student is given increased responsibility for learning. Other important components of the program include inservice programs; conferences with the supervisor, consultant, visitors, and parents; and visits to other schools by the project staff. (TO/AIR)

ED 106 814 CS 001 865
Andrews Elementary School Reading Improvement Program.

Redondo Beach School District, Calif.

Pub Date 74

Note—14p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Bilingual Students, Developmental Reading, Diagnostic Teaching, Educationally Disadvantaged, *Effective Teaching, Elementary Education, Individualized Reading, *Reading Improvement, *Reading Instruction, *Reading Programs

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." is used schoolwide for 327 children in kindergarten through grade six, including bilingual and educationally disadvantaged children. Begun in 1966, the program uses a multimedia, multimethod approach to reading instruction that is based on individual diagnosis and prescription. An extensive diagnostic battery is available when needed, but the core of the diagnosis is an individual reading test. On the basis of test results, students are grouped for some reading skills and programed with individualized materials for other skills. Activities include machine-assisted instruction, language-experience activities, and the use of flashcards, games, and other commercial and teacher-prepared materials. Children are encouraged to make personal charts, experience charts, and individual personal storybooks to build self-direction and self-esteem. Teachers try to plan activities in series that will provide success at each step. Those children most in need of special help attend a reading lab with a reading specialist for daily instruction. A teacher and the media specialist supplement the reading program with special audiovisual materials. (TO/AIR)

ED 106 815 CS 001 866
[Adult Reading-Bilingual Laboratories and Learning Center, Huntsville, Texas.]

Texas State Dept. of Corrections, Huntsville. Windham School District.

Spons Agency—Texas Criminal Justice Council. Pub Date Oct 73

Note—74p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Adult Basic Education, *Corrective Institutions, *Effective Teaching, Negroes, *Reading Instruction, *Reading Programs, Spanish Speaking

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 1,221 inmates of nine prison units of the Texas Department of Corrections. Students in the program are black, Spanish-speaking, or non-Spanish-speaking white adults. Students are released from their assigned industrial jobs for three hours each week to attend the

laboratory for instruction in communication skills. When a student enters the program, he is given an oral reading test and other diagnostic tests to measure the highest level at which he can read without signs of difficulty. An individual lesson plan is then made for the student, and he is assigned activities in workbooks or state-adopted textbooks or with audiovisual equipment. The teacher usually works with students individually or in small groups of comparable ability, using large-group instruction only for discussions of current events or for showing a movie of general interest. Methods of teaching reading include a language experience approach, commercial programed materials, a kinesthetic approach, and a phonetic approach. (WR)

ED 106 816 CS 001 867
[Southampton County Coordinated Reading Improvement Program.]

Southampton County Public Schools, Courtland, Va.

Pub Date 74

Note—35p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Developmental Reading, *Effective Teaching, Elementary Education, *Inservice Teacher Education, *Reading Instruction, *Reading Programs

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." has as its principal objective the improvement of the educational expertise of elementary teachers, particularly in reading and language arts. All of the 12 elementary schools in Southampton County are involved in the program. The two important components of the program are (1) survey and evaluation and (2) inservice training. Standardized tests are used to assess the reading potential and achievement of each child. This information enables teachers to plan instruction to meet the needs of each student. Inservice training is ongoing and includes summer workshops, weekly two-hour meetings with consultants, and graduate level courses for all program teachers. Consultants visit classrooms, give demonstrations of materials and techniques, and conduct inservice training sessions. Training emphasizes diagnostic techniques, methods for individualizing instruction, and utilization of teacher-made reading materials. The program does not designate specific materials for teachers to use in reading instruction but rather seeks to improve the techniques and flexibility of teachers. (WR)

ED 106 817 CS 001 868
Minneapolis Public Schools Title I Reading Program.

Minneapolis Public Schools, Minn.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—119p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Educationally Disadvantaged, *Effective Teaching, Elementary Education, Inservice Teacher Education, *Reading Instruction, *Reading Programs

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act Title I, ESEA Title I, Right to Read

This program, included in "Effective Reading Programs..." serves about 8,900 educationally disadvantaged children in K-6. The program involves all 700 classroom teachers and most of the 700 paraprofessionals in 31 Title I elementary schools. The schools are located in low-income areas of a large city. The major objective of the program is to improve the reading skills of educationally disadvantaged children. The program focuses on three areas: comprehensive reading instruction; extensive inservice training for teachers, aides, and other staff members; and the development and production of supplementary instructional materials. Reading instruction usually takes place in the regular classroom. It involves a multisensory approach and features initial and continuous diagnosis of students' critical reading needs. Before teachers may acquire supplementa-

ry materials for use in their classrooms with the students who are eligible for Title I services, they must attend a 24 hour course that includes instruction in specific reading techniques and the development and use of supplementary materials. Teacher aides also receive extensive training. (WR)

ED 106 818 CS 001 869
[Weldon Elementary School Reading Program.]

Clovis Unified School District, Calif.

Pub Date 74

Note—113p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Effective Teaching, Elementary Education, *Individual Reading, *Reading Instruction, *Reading Programs, *Reading Readiness, Reading Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 483 white and Spanish-speaking students in K-6. In the program, begun in 1970, state-mandated basal reading series are supplemented by four locally developed programs: Levels Design Letter Readiness, Rebus Reading, Project Read, and Great Studies. The Levels Design Letter Readiness Program is used to teach letter names and sounds to kindergarten children. The Rebus Reading Program is designed to prepare kindergarten children for work with preprimers. Project Read is a decoding and comprehension skills program designed for students in grades 2-6. When students are able to pass check tests and posttests in their weak skill areas, they move on to more advanced project objectives. The Great Studies Program was developed to encourage students in grades 4-6 to diversify their reading habits. Students read and report on books in 18 different categories. In addition, study guides and word games supplement the basal reading program. (TO)

ED 106 819 CS 001 871
PRIMIR (Primary Individualized Reading).

Seattle School District 1, Wash.

Pub Date 75

Note—50p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Developmental Reading, *Effective Teaching, Elementary Education, *Individualized Reading, Primary Education, *Reading Instruction, *Reading Programs

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." is designed to minimize the rigidities of the typical basal, three-group plan for teaching primary-level reading. The program serves over 4600 students in grades one through three throughout the Seattle School District. The students come from both inner-city and residential areas of the city and represent a wide range of income levels. The program uses almost any selected basal reading series for a skills-building strand only, and it focuses on self-selection of reading materials by the students. Each classroom has a reading center stocked with paperbacks, comic books, magazines, and other reading materials appropriate for primary-level children. Classroom procedures include total group work for introducing new skills; small- or basal-group work for reviewing, extending, or enriching skills and concepts; use of the graphophone for teaching decoding skills and code-breaking routines; self-selection of materials for practice; use of reading stations; student goal-setting; and individualized prescriptions based on continuous measurement. Teachers are trained to implement the program and receive about 30 hours of inservice training covering program setup and operation. (WR/AIR)

ED 106 820 CS 001 872
[Operation Upgrade. A Bibliography of Materials for Adult New Readers and Tutors of Adult New Readers.]

Operation Upgrade of Baton Rouge, Inc., La. Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 74

Grant—OEG-0-72-4931

Note—144p.; Not available in hard copy due to marginal legibility of original document; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Adult Basic Education, *Effective Teaching, Literacy, *Reading Instruction, *Reading Programs, Tutoring

Identifiers—"Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." is used by one of the affiliate groups of the National Affiliation for Literacy Advance (NALA), serving approximately 200 adults in Louisiana. The program used Laubach material, which combines a phonetic approach with symbol-sound association to teach functional illiterates how to read. Tutors meet individually with students once a week for about an hour and a half. There are five skill books in the basic program containing reading and writing lessons that build on what has already been learned and systematically teach additional phonic and blending skills, word analysis, word recognition, reading for meaning, and comprehension skills. There is no isolation drill on sounds of letters, syllables, or nonsense words. The Laubach materials are supplemented with books and workbooks from other publishers that combine reading practice with learning about everyday experiences. (WR)

ED 106 821 88 CS 001 873

Project Aloha. Annual Evaluation Report. Berryessa Union Elementary School District, San Jose, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Bureau No.—BR-71-7535

Pub Date 74

Grant—OEG-0-71-7106(290)

Note—218p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Diagnostic Teaching, *Effective Teaching, Elementary Education, *Individualized Instruction, Inservice Teacher Education, *Language Arts, Peer Teaching, *Reading Instruction, *Reading Programs, Self Directed Classrooms

Identifiers—"Effective Reading Programs, Elementary Secondary Education Act Title III, Hawaii English Program, Right to Read

This program, included in "Effective Reading Programs..." was begun in 1971 and serves 1,826 children of varying socioeconomic levels in K-4. Project ALOHA is a mainland demonstration of the Hawaii English Program, a total instructional system that provides goals, materials, a management system, and inservice training. The program is highly individualized in regard to pacing, modalities, and sequencing. The goal structure and management system, including a record-keeping system, allow the teacher to create a learning environment that gives children enough choices to develop self-direction skills. At the beginning of each class, the teacher and the children participate in a planning circle to determine the daily direction for each child. To accommodate children's different learning styles, a vast array of materials is available. All of the materials have been designed to facilitate peer tutoring as an integral part of the system, and children are given extensive training in peer-tutoring procedures. Checks are provided within the curriculum so that the teacher can guide each child in the learning activities. The teacher also uses an evaluation circle at the end of the day to help the children develop skills in evaluating their progress. (TO)

ED 106 822 CS 001 874

Reading Instructional Management System (RIMS), Citrus Heights, California.

San Juan Unified School District, Carmichael, Calif.

Pub Date 74

Note—89p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Diagnostic Teaching, *Effective Teaching, Elementary Education, Reading Diagnosis, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—"Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves an unselected cross section for 793 students in K-6. The program is designed to provide classroom teachers with information about the needs and progress of each student in order to enable teachers to diagnose reading problems and prescribe activities to correct them. The major components of the program are behavioral objectives, criterion-referenced tests, individual and group records, and a materials retrieval system. The behavioral objectives cover the following seven major skills areas: word recognition, phonetic analysis, structural analysis, comprehension, word meaning, study skills, and literary skills. Criterion-referenced tests are provided for each objective within each level. The system also uses a pupil record form for tracking pupil progress. The profile consists of a summary of the child's progress within the seven skills areas and a complete listing of the objectives, by levels, for the entire program. A retrieval system codes worksheets, tapes, games, records, filmstrips, and other materials according to the objectives they teach and enables the teacher to select appropriate instructional materials for each objective. (WR)

ED 106 823 CS 001 875

Correct Reading Services.

Upper Dublin School District, Ft. Washington, Pa.

Pub Date 74

Note—6p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Effective Teaching, Elementary Secondary Education, Language Experience Approach, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, *Remedial Reading

Identifiers—"Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 150 children in kindergarten through grade 9 who are reading below grade level and show measurable potential for improvement. The activities in which children engage depend on the diagnosis of their skill deficiencies. At each grade level, a reading specialist leads small groups of from six to ten children with similar reading problems. At the elementary level, children with severe word-recognition problems are given remedial word-learning activities. General reading and language problems, including younger students' deficiencies in language readiness, are treated with a language-experience approach. At the secondary level, groups are formed for children with mild and severe reading problems. All of these groups meet from two to five times a week under the direction of a reading specialist. Skills taught in these groups are reinforced by the regular classroom teacher. Children who need concentrated language readiness and beginning reading instruction are placed in an open-space second grade. In this setting, two classroom teachers and volunteer aides work with a reading specialist on an intense language readiness program. (WR/AIR)

ED 106 824 95 CS 001 876

[Atlanta Right to Read Project.]

Atlanta Public Schools, Ga.

Spons Agency—Office of Education (DHEW), Washington, D.C. Right to Read Program.

Pub Date 74

Note—34p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Disadvantaged Youth, *Effective Teaching, Elementary Education, Reading Diagnosis, Reading Improvement, *Reading Instruction, *Reading Programs, *Remedial Reading

Identifiers—"Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 1,200 students in K-5 at three elementary schools. Most of the students are black, live in the inner area of a large city, and come from low-income families. The program provides an opportunity for diagnostic treatment, remediation, motivation, and observation

of each individual student. For example, at six-week intervals, children are given several comprehensive diagnostic tests. The major purpose of these tests is to give the teachers periodic informal evaluations of pupils' strengths and weaknesses in selected reading skills and to guide them in pinpointing the instructional needs of specific children. The general program objectives are as follows: to provide developmental and corrective reading experiences for all students in the program; to improve academic achievement; to organize reading centers providing special reading instruction for the most severely retarded students; to encourage teachers to use a variety of reading materials and teaching techniques; and to involve students, teachers, and parent tutors in a nontraditional learning environment. Inservice training is an important component and features bimonthly workshops. (WR)

ED 106 825 CS 001 877

Functional Reading for Maryland.

Maryland State Dept. of Education, Baltimore.

Pub Date 74

Note—25p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Basic Reading, *Effective Teaching, Elementary Secondary Education, *Functional Illiteracy, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—"Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves all students, kindergarten through grade twelve, in Maryland's public schools. The prime objective of the program is to ensure that all Maryland students can meet society's reading demands. The following three major considerations determine the goals: the reader as a person, the reading conditions, and the purposes for reading. Functional reading skills are identified to enable students to cope with everyday experiences that involve written communications, such as directions, forms, labels, and mail, and to achieve personal development. Specific reading goals are established for students to achieve by grades six, ten, and twelve. For example, among the expectations for students in grade ten are the ability to read applications for a driver's license, job, and welfare and for medical and banking purposes; to understand directions for cooking, sewing, and mechanical devices; and to use vocabulary words related to individual needs. The program delineates the skills that all students should achieve, but it is expected that many students will acquire additional skills to improve their reading ability. (WR/AIR)

ED 106 826 88 CS 001 879

[A Program to Improve the Informational Processing of Children with Reading and Learning Problems.]

Newark Board of Education, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 74

Note—130p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Developmental Reading, *Effective Teaching, Elementary Education, Negro Youth, Primary Grades, *Reading Instruction, *Reading Programs, *Systems Approach

Identifiers—"Effective Reading Programs, Elementary Secondary Education Act Title III, ESEA Title III, Right to Read

This program, included in "Effective Reading Programs..." serves 1,286 black children, K-2, in six elementary schools. The three-year developmental program uses a systems approach to teaching reading. An organizational chart, the Informational Processing Model, developed by the staff over a period of four years, details the processes by which a child acquires a language system. The information on this chart provides the structure for instructional strategies which focus on the development of gross and fine motor, visual and auditory perceptual, and cognitive language skills. Using an array of sequenced publishers' materials, all the children pursue prescribed activities that develop these skills.

Reading and language skills are taught with the Distar reading and language programs. Second graders also spend 50 minutes a day working in the High Intensity Learning System (HILS) center. The HILS is a classroom management system which correlates more than 40 self-paced, self-correcting reading materials and allows one teacher and one aide to supervise 30 individual reading curriculums at a time. (WR)

ED 106 827 88 CS 001 880
Communication Skills Improvement Center.

Nampa School District 131, Idaho.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 74

Note—135p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Developmental Reading, *Effective Teaching, Individual Reading, Inservice Teacher Education, Junior High Schools, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, Secondary Education

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act Title III, Right to Read

This program, included in "Effective Reading Programs..." serves 800 students and the faculty of a junior high school. The purpose of the program is to increase students' reading proficiency. Efforts are concentrated on three approaches. The first approach is designed to help faculty members and volunteers promote reading skills. Inservice training emphasizes diagnosis and remediation and consists of sessions for volunteers and the entire faculty, a preschool workshop for language arts teachers, miniworkshops, demonstrations for small teacher groups, and faculty visits to other schools and projects. The second approach involves students with severe reading problems. After testing, students are given clinical aid and tutored on a one-to-one basis in reading laboratories. The third approach involves all students and is aimed at increasing interest in reading. All students take a course in reading for enjoyment and record their goals and progress. Activities such as video-taping of plays and skits, writing original stories, and keeping a vocabulary notebook are part of the course. (WR/AIR)

ED 106 828 CS 001 881
Title I Compensatory Reading Centers.

Greenville County School District, Greenville, S.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—16p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Disadvantaged Youth, *Effective Teaching, Elementary Education, Individualized Instruction, Middle Schools, Reading Improvement, *Reading Instruction, *Reading Programs, *Remedial Reading

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act Title I, Right to Read

This program, included in "Effective Reading Programs..." serves 1650 disadvantaged students in grades three through seven at ten elementary schools and three middle schools. Reading centers in the elementary and middle schools are designed to give intensive individualized instruction in basic reading skills. Students at least one year behind grade level at the elementary level and two years behind at the middle level are selected for the program through teacher recommendation or diagnostic tests. Each center is staffed by at least one trained reading teacher and one aide. Many instructional methods are used, including machines, programmed learning, language experience, phonics, linguistics, and basal instruction. Numerous books are provided for independent reading and skills application, and games are used to reinforce skills. Students are directed to activities that meet their needs, and they have free time for reading. The elementary centers are completely individualized, while

in the middle schools, the staff works with small groups of individuals who have similar needs. In addition to individualized reading help, group meetings with the children are held for the purpose of building positive self-attitudes about themselves, other people, and reading. (WR/AIR)

ED 106 829 CS 001 882
[West Friendship Elementary Reading Program: "Accept and Challenge."]

Howard County Board of Education, Clarksville, Md.

Pub Date 74

Note—40p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Basic Reading, *Developmental Reading, *Effective Teaching, Elementary Education, Individualized Instruction, Language Experience Approach, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves K-5 students in a small rural town. The strengths of children are the focus of this program, which uses teaching strategies introduced by Robert Wilson of the University of Maryland reading center. Teacher-prepared diagnostic tests and skills checklists are used to individualize reading instruction, and an effort is made to ensure daily success and challenge for each student. Learning centers are provided in all instructional areas and are arranged according to difficulty. Contract teaching is used, with words from a spelling list developed by the teacher and the class. Based on pretests, these contracts are drawn up in individual student conferences with the teacher and are evaluated by posttests. Sustained silent reading and writing periods are scheduled daily for 10-15 minutes each. The language experience approach is used in kindergarten and the first two grades, with students individually dictating stories that become the basis for vocabulary and word attack exercises. Instructional aides and parent volunteers play an important role in the program, as do student tutors from grades 4 and 5 who work with younger students. (WR)

ED 106 830 CS 001 888
Smith, Marshall S., Ed.

Semantics, Concepts, and Culture, Panel I; Conference on Studies in Reading (Washington, D.C., August 1974).

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Cognitive Processes, *Concept Formation, Conference Reports, Decoding (Reading), Reading, *Reading Comprehension, Reading Processes, *Reading Research, *Reading Skills, Research Needs, Research Problems, *Semantics, Task Analysis, Word Recognition

Identifiers—*National Conference on Studies in Reading

The problem of the panel on semantics, concepts, and culture, sponsored by the National Institute of Education Conference on Studies in Reading, was to determine how lexical, semantic, conceptual, and cultural factors contribute to reading comprehension. The contents of the document include the following: "Word Recognition Skills," which explores the extent to which reading comprehension depends on the readers' knowledge and recognition of the words they are reading, and which presents two projects, one concerned with a psychological investigation of the organization of lexical memory and its relevance for word recognition, the other with the simulation of lexical memory and retrieval in text-processing systems; "Sentence Comprehension Skills," which has as its goal exploration of the extent to which reading comprehension depends on the reader's mastery of conceptual relationships within a sentence; "Text Comprehension Skills," the goal of which is identification of those skills that are important for text comprehension, as distinguished from word or sentence comprehension, and the determination of how those skills can be taught; and "Priorities and Recommendations," which discusses assigning priorities. (WR)

ED 106 831 CS 001 889
Smith, Marshall S., Ed.

Assessment of Reading Comprehension, Panel 5; Conference on Studies in Reading (Washington, D.C., August 1974).

National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Cognitive Processes, Conference Reports, Decoding (Reading), Functional Illiteracy, Readability, Reading, Reading Ability, *Reading Comprehension, *Reading Processes, *Reading Research, *Reading Skills, Research Needs, Research Problems, Task Analysis

Identifiers—*National Conference on Studies in Reading

The aim of the panel on reading comprehension, sponsored by the National Institute of Education Conference on Studies in Reading, was to determine the influence of intellectual factors, general experiences with the world, knowledge specific to the particular reading task, and general decoding skills to successful reading performance. In addition, an attempt was to be made to find ways to characterize the difficulty and other demand characteristics of written material and the task the reader is asked to perform. Finally, an attempt was to be made to integrate the results of the work just described with other theoretical and practical work in reading. The contents of the document are as follows: "Analysis of the Reading Demands in American Life," which lists several projects for the analysis of functional reading tasks; "Identification of Psychological Factors Involved in Reading Comprehension," which discusses the development of information-processing models for selected reading tasks; "Evaluating Individual Performance and Instructional Outcomes," which has as its aim the development of methods for evaluating understanding and models for individual testing; and "Comprehension and the Design and Evaluation of Written Material for Effective Human Use," which has as its aim the development of techniques to determine rational procedures for designing written material for various prespecified human uses. (WR)

ED 106 832 CS 001 890
Early Reading Success Program.

Ferguson-Florissant School District, Ferguson, Mo.

Pub Date 74

Note—956p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$ 1.55HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Developmental Reading, *Effective Teaching, Elementary Education, *Individualized Reading, Preschool Programs, Reading Diagnosis, *Reading Instruction, *Reading Programs, Remedial Reading

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves almost 9000 children ranging from preschoolers to sixth graders. The program is actually a series of programs designed to coordinate reading instruction. It includes the following features: a complete diagnostic testing program beginning at age four; individualized reading instruction at all levels, including the preschool level; a remediation program for children reading significantly below expectancy level; a continuous inservice training program in reading diagnostic and instructional methods; consultants to provide help with reading, language, and learning disabilities; extensive professional and student library media at all elementary schools; use of teacher-made materials and aids; and parent volunteers working as parent-teachers in the program. Most program activities take place in the classrooms, libraries, or homes. Program materials include a wide variety of commercial and teacher-prepared materials, a district-prepared checklist of reading skills, and an early childhood curriculum guide. (WR/AIR)

ED 106 833 CS 001 891
Integrated Language Experience Approach—Using Research Unit.

Warren City Schools, Ohio.

Pub Date 74

62 Document Resumes

Note—20p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Effective Teaching, Individualized Instruction, *Language Experience Approach, Multimedia Instruction, *Reading Instruction, *Reading Programs, Reading Skills, *Remedial Reading, Secondary Education, Student Projects, Study Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." is the result of the efforts of a small team of teachers who desired an alternative method for teaching efficient reading and study skills to underachieving high school students and for supplementing remedial reading classes. Begun in 1972, the program serves 130 ninth graders recommended by their junior high school counselors for participation in the program; about 55 of these students are severely disabled readers. To arouse interest and motivate students to express themselves verbally, the unit begins with scenes from "Requiem for a Heavyweight," followed by a visit from an amateur boxer and an exhibition of two fighters sparring. Students then read "The Contender," a novel about a high school dropout who aspires to better his life through boxing; the novel and characters are explored through a variety of activities. Next, students spend about five weeks researching individual projects which relate generally to some aspect of the novel. Learning how to use the library, developing good study skills, and reading individually prepared materials are combined with using non-print media to enable students to complete multimedia projects to be presented before the class. (TO/AIR)

ED 106 834 88 CS 001 922

New Adventure in Learning (Project NAIL). Tallahassee City Schools, Fla.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74
Note—15p.; See CS001934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Developmental Reading, *Effective Teaching, Elementary Education, Individualized Instruction, *Reading Instruction, Reading Materials, *Reading Programs, Reading Skills

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act Title III, Project NAIL, Right to Read

This program, included in "Effective Reading Programs..." serves 346 children in kindergarten through grade six. About 50 percent of the children are rural blacks, and about 50 percent are whites from the suburbs of a small city. To provide meaningful reading instruction that will enable the students to read at or above expected levels, the program equips its teachers with tools to assess reading problems and then to plan individualized programs that will best fulfill the students' instructional and emotional needs. Each child completes the work outlined on his or her prescription, which in turn results in reassessment of the reading problems and redesign of the prescription. This process repeats itself continuously throughout the year for each student. Teachers use a variety of instruments to make appropriate diagnoses—workbooks and textbooks, programmed materials, and standardized tests. Teachers are sensitive to the necessity of selecting materials that are suitable to the pupil's personal needs and are often assisted in this selection by the students themselves. Instructional materials consist of commercially available kits, programmed and basal readers, audiovisual aids, and many teacher-made games. (WR/AIR)

ED 106 835 CS 001 919

Eden Gardens Kindergarten Program. Caddo Parish School Board, Shreveport, La.

Pub Date 74
Note—3p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Basic Reading, *Beginning Reading, Disadvantaged Youth, *Effective Teaching,

Kindergarten, Primary Education, Reading Development, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 61 kindergarten children, the majority of whom are disadvantaged blacks. The all-day kindergarten program is the first phase in the district-wide Continuous Progress Program in Reading. The sequential stages in the development of reading skills are outlined and are presented in behavioral objective form. At the kindergarten level, these objectives are defined generally as mastery in the areas of motor control, communication, listening, visual and auditory discrimination and perception interpretation, word recognition, and linguistic skills. Within each area, specific tasks are identified as being essential to the development of a strong foundation for learning to read. Every effort is made to vary instruction and to teach with materials that the child enjoys and with which he or she experiences success. At each specific level, a mastery test is administered. If a weakness is revealed, the teacher concentrates on remedying the identified problem before the child can begin work on another level. If the same weakness appears on the retest, the child works with an appropriate resource person until the skills are learned. (WR)

ED 106 836 CS 001 920

[Developmental Reading Instruction.] Waukegan Community Unit School District 60, Ill.

Pub Date 74
Note—36p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Effective Teaching, Junior High Schools, Reading, Reading Achievement, *Reading Diagnosis, Reading Improvement, *Reading Programs, *Remedial Reading

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 2,400 junior high school students from middle- and low-income families. The program provides, for remedial purposes, one hour per day for instruction in reading, in addition to a period for language arts. Students' skill deficiencies are diagnosed at the beginning of the year with the Stanford Diagnostic Reading Test. The teacher prescribes and teaches according to the results of the diagnostic testing. Behavioral objectives for the reading skills are correlated to the curriculum and focus on skills in word recognition, comprehension, rate, critical reading, and appreciation. Classes are grouped according to skill needs, as well as instructional level, and a broad range of instructional materials is provided for each level. Evaluation is an ongoing process consisting of the following methods: formal and informal test results, checklist of skills, oral reading, teachers' observations, independent reading, records, and self-evaluation. (WR)

ED 106 837 CS 001 921

Communication Skills through Authorship. Lewiston Independent School District 1, Idaho.

Pub Date 74
Note—20p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Basic Reading, *Beginning Reading, *Effective Teaching, Elementary Education, *Language Experience Approach, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 879 first- and second-graders, plus one fourth-grade class. The students are predominantly middle-class whites living in a small city. The program is an initial reading program designed to complement any basal reading series. The instructional strategy is based on the premise that the children will best learn to read with materials that are meaningful to them and employ their own vocabulary and syntax. The program encourages students to tape-record many stories or experiences that are important to

them. Typed copies are returned to the children and put into their folders, which then become personalized readers. When the children receive their typed stories, they may choose to share them with their teacher or their peers, or simply to read them to themselves. Sometimes a small group of the entire class uses the blackboard to describe a special class activity; this helps students to build sentences and talk about a main idea. Another strategy encouraging self-expression is a daily journal. Read-aloud literature is often used to foster appreciation of books and to stimulate children to create stories on their own. The program is designed to prevent reading problems that might require later remediation. (WR)

ED 106 838 CS 001 922

Interest, Needs Developmental Reading Program. Jordan School District, Sandy, Utah.

Pub Date 74
Note—11p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Developmental Reading, *Effective Teaching, Individualized Instruction, Junior High Schools, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves an unselected cross section of more than 700 seventh- and eighth-grade students from suburban middle-income families. The program aims to make students proficient in the areas of word attack skills, including phonetic and structural analysis, comprehension skills, work-study skills, and oral reading. The program utilizes the diagnosis of individual differences and careful consideration of these differences as the basis for building a sound developmental reading program. Other major objectives of the program include making every student feel important and successful, making reading as exciting and enjoyable as possible, and meeting each student's needs in both scholastic and social settings through individualization. The remedial reading teacher works in conjunction with the general reading program, thus minimizing the stigma often attached to such classes. The program provides a wide variety of books at students' independent reading levels, but below their instructional levels, and students are allowed class time for recreational reading. The encouragement of parents to become involved in the home reading program constitutes a key feature of the program. (WR)

ED 106 839 CS 001 923

The Parkrose Heights and Fremont Junior High Reading Program.

Portland Public Schools, Oreg.

Pub Date 74
Note—39p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

Available from—Reading Specialist, Parkrose Heights Jr. High School, 12456 N.E. Brazee, Portland, Oregon 97230 (\$1.00 descriptive packet)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Effective Teaching, *Individualized Reading, Junior High Schools, Reading Achievement, Reading Diagnosis, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, *Remedial Reading

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves about 1,400 students from two junior high schools. Approximately 25 percent of the students have a reading deficiency of at least two grade levels. The goal of the program is to provide individualized reading instruction to enable all students to reach their full potential. Placement is made on the basis of tests and teacher recommendations, and a prescription is written for all students according to their needs. In the seventh grade, in addition to the language arts and social studies classes, daily reading classes are held for 45-minute periods. The reading period includes individual skills; group skills; vocabulary-oriented games; reading-related activities such as puzzles, programmed reading lab work,

or skill sheet work; and one or two free-reading days. The eighth- and ninth-grade classes are a continuation of the seventh-grade program and are also based on skill need, activity, and free-reading days. Classes are kept as small as possible, and individual work is assigned to focus efforts on a particular skill. (WR)

ED 106 840 CS 001 924

The Reading Emphasis Program.
Corpus Christi Independent School District, Tex.
Pub Date 74

Note—24p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Diagnostic Teaching, *Effective Teaching, Individualized Instruction, *Inservice Teacher Education, Primary Education, Reading Diagnosis, *Reading Instruction, *Reading Programs

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves about 5,950 first, second, and third graders from 33 schools. The program hopes to significantly diminish reading problems in its children by offering three years of intensive diagnostic reading instruction for 90 minutes a day during their first three years of school. The reading consultants spend each morning at their assigned school working with children and providing continuous inservice training for the teachers. They instruct teachers in how to use both formal and informal diagnostic testing instruments, how to determine which reader or reading approach will be most successful with each child, and how to group children according to their ability level and interest area. Reading instruction is highly individualized, and the teachers continually evaluate the reading progress of individual students and make appropriate adjustments in each student's reading program. Teachers also use a district-prepared reading guide which is periodically revised and which contains additional information on various ways to use different materials to teach certain skills. In addition, almost 130 parent tutors volunteer each semester in the classrooms and work with children on a one-to-one basis. (WR)

ED 106 841 CS 001 926

Primary Language Development—Pre-Kindergarten Component.

Columbus City School District, Ohio.

Pub Date 74

Note—21p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Affective Objectives, Cognitive Development, *Effective Teaching, *Language Development, Parent Participation, Preschool Education, Psychomotor Skills, *Reading Instruction, *Reading Programs, *Reading Readiness, Socialization

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves approximately 800 four-year-old children enrolled at 26 public schools. The program was begun in 1965, and in 1971 major revisions were made in it. Children attend pre-kindergarten classes for two and one half hours a day, five days a week. Specific written objectives for cognitive, social, emotional, and psychomotor development are the foundation for instruction, with emphasis on cognitive skills. Broad program goals are development of skills in discrimination, spatial relationship concepts, skills in sequence, and skills in classification. A diagnostic checklist is used to assess each child's entry level and needs, providing continuous feedback on the student's progress. Teaching methods and materials vary, but all teachers use criterion tasks, an activities reference, and a resource file, all locally developed. Underlying all instruction are identification of objectives, diagnosis, documentation, and teaching to meet individual needs. Parents are encouraged to carry out specific activities at home with their children to facilitate learning. (TO)

ED 106 842 CS 001 927

Prevention of Reading Disabilities through Early Diagnosis and Remediation.

Philadelphia School District, Pa.

Pub Date 74

Note—47p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Effective Teaching, Perceptual Development, Primary Education, *Reading Diagnosis, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills, *Remedial Reading

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 1,500-2,000 kindergarten and first-grade children in three districts. The program is designed to train school personnel to identify perceptual deficits in areas specifically undergirding the reading process in kindergarten or first-grade children and to implement needed remediation so that students will be able to profit from formal reading instruction. At the beginning of the program, 20 reading teachers representing eight school districts attended a four-week summer workshop. These teachers were trained to administer screening instruments to kindergarten children entering first grade, to interpret the results, and to prescribe and implement activities to help identified children overcome their perceptual or developmental lags. Remediation activities used include training in auditory and visual discrimination of objects, letters, and words; visual-motor coordination; knowledge of the alphabet; recognition and reproduction of sight words; and concept formation. The program includes a monitoring and evaluation component and regularly scheduled supervision of the program participants by the director and staff. (WR)

ED 106 843 CS 001 928

A Demonstration Project for Target Area Children.

Anaheim City School District, Calif.

Pub Date 74

Note—39p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Bilingual Students, *Diagnostic Teaching, Early Childhood Education, *Effective Teaching, *Individualized Reading, Learning Activities, Parent Participation, *Reading Instruction, *Reading Programs, Reading Readiness

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 184 disadvantaged white and Spanish-speaking children ranging in age from four to seven and having pretest reading scores of at least one grade level below expectancy. Individualized reading instruction and multilevel grouping are the focus of this program, begun in 1970. A diagnostic-prescriptive reading profile is developed for each student, and instruction is based on objectives. Classrooms feature learning and interest centers. Learning packages are organized to teach specific skills and are coded for use by the teacher, aide, or parent or by the child independently. The packets emphasize self-correcting and self-pacing activities and employ a multimedia approach. The materials include linguistics and phonics textbooks, worksheets, workbooks, library books, audiovisual media, and manipulative devices. Intergroup relations are stressed through a bicultural enrichment program, and parent and community involvement is emphasized in a school advisory program, volunteer program, and home visits. (TO)

ED 106 844 CS 001 929

Communication Classes for Secondary School Pupils.

Lafayette Parish School Board, La.

Pub Date 74

Note—32p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Affective Objectives, Communication Skills, Diagnostic Teaching, *Effective Teaching, *Individualized Reading, Learning

Activities, *Reading Instruction, *Reading Programs, Reading Skills, *Remedial Reading, Secondary Education

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 1,674 students in grades 9-12, about 70 percent of whom are black. The program began in 1971 and consists of communication classes, one-semester courses that provide self-pacing, success-oriented instruction in reading for 50 minutes each day. The content is organized into two phases, and students can choose one of several courses at each phase. Participating students usually spend two semesters in the program and are either slow learners or underachievers as measured by two reading tests which they take in the spring before they are chosen to be in the program. To provide diagnostic-prescriptive instruction, the staff has developed a Guide to Materials for TEACING Basic Reading Skills, which teachers use as a reference while planning individual programs. The guide includes diagnostic reading tests and a reading analysis sheet, an index of reading skills and materials related to each skill, and suggestions for games and phonics puzzles. The program strongly emphasizes affective development, and at least half of each daily period is spent on open-ended discussions, role-playing, and oral and listening activities. (TO)

ED 106 845 CS 001 930

[Sequential Processes for Mastery of Skills in Decoding from Pre-Phonic Training to Independent Reading Competency.]

New Bedford Public Schools, Mass.

Pub Date 74

Note—10p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Effective Teaching, Primary Education, Reading, Reading Development, *Reading Instruction, *Reading Programs, Reading Skills, *Supplementary Education

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 2,400 students in kindergarten and first grade. About 85 percent of the students are white and come from both middle- and low-income families living in an urban area. This approach to reading is based on the assumption that to master reading skills, the child needs assistance at every new step in the learning process. The program precedes and supplements the regular basic reading program with instruction offered to children who have reading problems. The emphasis in the program is placed on phonic skills, comprehension, and language-related skills. The program, which begins at a low learning level and proceeds step by step, is geared to teaching handicapped students and slow learners. The fact that no memorization of key words is necessary makes the approach advantageous for a child who has a limited vocabulary. Mimeographed practice sheets are used to take the child through each of seven steps in the mastery of associating letter forms with corresponding speech sounds. Steps for each sequential decoding skill are determined by task analysis and developed as part of the program. (WR)

ED 106 846 CS 001 931

Patterson Road Elementary School Formula

Phonics Reading Chain.

Orcutt Union School District, Calif.

Pub Date 74

Note—9p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Decoding (Reading), *Developmental Reading, *Effective Teaching, Elementary Education, Reading Improvement, *Reading Instruction, *Reading Programs, Reading Skills

Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 320 students in grades 2-6. The majority of the students are white and come from low- and middle-income homes in the suburbs of a small city. Staggered scheduling allows

two ungraded reading chains of 12 groups each to meet 45 minutes daily. Grouping is determined not by grade level but by reading comprehension. The reading specialist and classroom teachers teach the reading chain groups in morning and afternoon reading classes. Pupils move up the chain on teacher recommendation. Initially, all pupils view the same 10 half-hour formula phonics video tapes, which teach them a system for decoding. The students also meet in "dialogue groups" in which the oral reader (called the model) uses the system to decode unfamiliar words. Reinforcement is accomplished in a companion spelling program and in followup activities. Reading matter is chosen for its literary worth and interest level. Instruction is designed to move quickly from questions that clarify the reading to discussions that involve Socratic dialoguing, which teaches critical thinking skills and open-ended questioning at the highest level. (WR)

ED 106 847 CS 001 932

[The Reading Game: Long Beach, California; Rosamond, California; and Los Angeles, California.]
American Learning Corp., Huntington Beach, Calif.

Pub Date 74

Note—56p.; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Diagnostic Teaching, *Effective Teaching, Elementary Secondary Education, Individualized Instruction, Reading Diagnosis, *Reading Instruction, *Reading Programs, Reading Skills
Identifiers—*Effective Reading Programs, Right to Read

This program, included in "Effective Reading Programs..." serves 265 elementary and presecondary-level students in six private learning centers. In addition, more than 7,000 students in K-12 are served in 30 public school reading-achievement centers. The program is designed to help children at all levels of reading ability. It employs an individualized prescriptive approach to reading instruction and begins with thorough diagnostic testing to determine each child's needs and potential. Subsequently, the learning director designs an individualized written prescription for each child, focusing on the following areas of reading skills: word attack, vocabulary, comprehension, speed, application, and pleasure. The program uses a motivational system, including immediate reinforcement in the form of programmed materials and verbal praise, and rewards in the form of tokens and free time. (WR)

ED 106 848 32 CS 001 933

[Framingham Public Schools Reading Program.]
Framingham Public Schools, Mass.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—144p.; Not available in hard copy due to marginal legibility of original document; See CS 001 934 for "Effective Reading Programs: Summaries of 222 Selected Programs"

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Developmental Reading, *Effective Teaching, Elementary Education, Enrichment Programs, *Individualized Reading, Prereading Experience, *Reading Instruction, *Reading Programs, Reading Readiness, Remedial Reading

Identifiers—*Effective Reading Programs, Elementary Secondary Education Act Title I, ESEA Title I, Right to Read

This program, included in "Effective Reading Programs..." was begun in 1969 and involves all the district's 5,867 students in grades 1-5 in one or more of the program's components. The following five programs to help individualize elementary school reading instruction have been instituted: a comprehensive reading program, an early identification program, a transition grade program, a Title I remedial reading program, and an enrichment program. For the comprehensive reading program, a hierarchy of essential reading skills for K-6 has been developed. Teaching suggestions, useful materials, and criterion-referenced tests have been keyed to these skills. The transition grade program, for kindergarten

children identified as high risk, is a one-year program before first grade, offering the children a chance to mature. The Title I program involves the use of modified Wisconsin Design materials to diagnose, prescribe, and evaluate students' progress toward specific reading behavioral objectives. The enrichment program consists of Junior Great Books clubs. Remedial reading classes are provided in each school. (TO)

ED 106 849 CS 201 976

Kostelanetz, Richard

The End of Intelligent Writing: Literary Politics in America.

Pub Date 74

Note—468p.

Available from—Sheed and Ward, Inc., 475 Fifth Avenue, New York, New York 10017 (\$12.95 cloth)

Document Not Available from EDRS.

Descriptors—*Authors, Book Reviews, *Books, *Censorship, Communication (Thought Transfer), *Creative Writing, Fiction, Poetry, Publishing Industry
Identifiers—Alternative Publishers, *Literary Politics

In this book it is argued that "intelligent writing" might come to an end, not because such writing is no longer produced or because it is not being read, but because the channels of communication have become clogged and corrupted. In the preface, why and how the book was written is discussed. Part one contains the following chapters: "Locating American Literary Establishments," "The Dynamics of Literary Politicking," "The New York Literary Mob," "Cultural Prosperity and its Perils," "The Forms and Functions of Literary Power," "The Leverages of Collaboration," "Literary Rule and Professional Violence," "The Rule of Corruption and Repression," "The Rationales of Suppression," "The Literary-Industrial Complex," "The Rules of Ignorance and Philistinism," and "Double Standards and Pseudo-Culture." The following chapters are contained in part two: "New Literary Periodicals," "Alternative Book Publishers," "The Nature and Fortune of Newcomers," "Young Writers in North America," "The New Poetics," "Innovations in Fictions, Dramas, Essays," "The Possibility of Rejuvenation," and "What Is to Be Done." (TS)

ED 106 850 CS 202 050

Lee, Laura L. And Others

Interactive Language Development Teaching: The Clinical Presentation of Grammatical Structure.

Northwestern Univ., Evanston, Ill.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Grant—OEG-0-71-0949(607)

Note—428p.

Available from—Northwestern University Press, 1735 Benson Avenue, Evanston, Illinois 60201 (\$15.00, cloth)

Document Not Available from EDRS.

Descriptors—Clinics, Elementary Education, *Grammar, Language Ability, *Language Development, *Language Handicaps, Language Research, *Language Skills, *Teaching Techniques

This book presents a clinical procedure for presenting grammatical structure to children with language learning problems. The procedure is based on the developmental aspects of normal language learning and the natural, conversational setting in which children generally learn grammatical structure. Section 1 discusses the interactive language development teaching procedure, giving background information and rationale for its use. Section 2 presents 30 stories for children at a beginning level of syntactic development and 32 stories for children at a more advanced stage. And section 3 discusses the results of a three year study at the Northwestern University Speech and Language Clinic and evaluates the effectiveness of this method with a large population of clinical children. The bulk of the book is devoted to illustrative lessons and consists of brief narrative passages, target responses to the passages, and each response's score according to the Developmental Sentence Scoring Procedure. (WR)

ED 106 851 CS 202 056

Grady, Marion

Language Is Experience.

Pub Date Nov 74

Note—39p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (64th, New Orleans, November 28-30, 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Child Language, Childrens Books, *Class Activities, Creative Activities, Creative Writing, Dramatic Play, Elementary Education, English Curriculum, *English Programs, Film Study, *Language Development, *Learning Activities

This document contains a variety of activities concerned with language development at the elementary level. There are thirteen sections. Section one is a general discussion of the goals of language development. Sections two through twelve list activities covering such topics as how to use various media (cameras, tape recorders, etc.), how to use the telephone, the importance of literature, what to do with books that are too difficult for children to read, dramatization, field trips, creative writing, training children to observe, using film, using a photo-discovery set (an educational aid developed by the Eastman Kodak Company), and using various "intensive" educational aids. Chapter thirteen is a selected compilation of various educational charts for activity learning. (TS)

ED 106 852 CS 202 057

Stratford, Dick

English at Narrabri High School, Volume 2.

English Teacher's Association of New South Wales, Ashfield (Australia).

Pub Date Jun 74

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Curriculum Guides, *Educational Objectives, *English Curriculum, *English Departments, English Education, *English Programs, Literature, Secondary Education, Spelling

Identifiers—*Australia

This booklet describes the English curriculum at Narrabri High School in Narrabri, Australia. Discussed are such topics as the district of Narrabri, the policy of the high school, the English department and its policies (homework, faculty meetings, discipline, textbooks, and faculty library); a model of English studies, reading, writing (motivation, flexibility of approach, publication, comparison, and evaluation), media studies, spelling, listening, speaking and drama, assessment of various English courses, literature, language, senior English, the resources center, slow learners, and primary schools. The appendix lists the film equipment in use at the school. (TS)

ED 106 853 CS 202 059

Hoekzema, Loren

From Typology to Topography in Clarence King's "Mountaineering in the Sierra Nevada."

Pub Date Mar 75

Note—17p.; Paper presented at the National Convention of the Popular Culture Association (5th, St. Louis, March 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—American Literature, *Environmental Influences, *Geology, *Literary Analysis, Literary Influences, *Nineteenth Century Literature, Romanticism

Identifiers—*King (Clarence), Popular Culture

The book "Mountaineering in the Sierra Nevada" by Clarence King, a late-nineteenth-century American geologist, writer, art critic, and romantic, is discussed in this paper. In the writing and revision of this book, King was attempting a metamorphosis of landscape description into popular reading as he moved from being a symbolic writer to being a writer of surfaces, a literary topographer. In this paper, certain themes on the subject of mountaineering in the Sierra Nevada mountains are described and examined, quoting several passages from the book. It is concluded that in the later 1874 edition of the book originally serialized in 1871, which includes a 21-page preface concerned with Mount Whitney, King's literary achievement is shaken, and his power to fuse literary and geological observation is diminished. In the later edition, King no longer looks at the land as filled with vibrant significance but only as a neutral pile of rocks. (TS)

ED 106 854 CS 202 060

Rakes, Thomas A., Ed. Brotherton, Sophia, Ed.
Decision Making: An Imperative for Language Learning; Highlights of the Annual Language Arts Conference of Memphis State University (7th, Memphis, June 12-14, 1974).

Memphis State Univ., Tenn. Bureau of Educational Research and Services.

Pub Date 75

Note—80p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Decision Making, *Decision Making Skills, Diagnostic Teaching, Elementary Secondary Education, *Language Instruction, Mentally Handicapped, *Reading Skills, *Study Skills, Teaching Methods, Teaching Models, Teaching Techniques

This document presents nine papers which were originally prepared for the 1974 Annual Language Arts Conference at Memphis State University. Included are: "Proxemics" by Dale F. Baltus; "Reading and Study Skill Hints for Intermediate and Secondary Teachers" by Stuart W. Bray; "A Reading Game License" by Flora C. Fowler; "Teach Kids to Think" by Duane M. Giannangelo and Marilou Mulrooney; "The Group Diagnostic Inventory" by Robert A. Kaiser; "Reading: Re-Created for Enjoyment" by Thomas A. Rakes and Emily J. Canter; "Identifying the Mentally Retarded for Increasing Their Reading Skills" by John W. Schifani; "Pictures, Postcards, and Propaganda: Building Language through Art" by Betty J. Strong; and "Helping Children Develop Spoken Language" by Betty J. Webster. (TS)

ED 106 855 CS 202 061

Burkhardt, Catherine

Creative Writing—A New Curriculum.

Pub Date Mar 75

Note—17p.; Paper presented at the Annual Meeting of the Conference on English Education (13th, Colorado Springs, Colorado, Mar. 20-22, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Course Objectives, *Creative Writing, Haiku, Poetry, Secondary Education, *Student Writing Models, *Teaching Models, Teaching Techniques, *Writing Skills

The purpose of this paper is to present a new approach to teaching a creative writing sequence for high school students. During the first 45-day course, over 30 papers are to be written. Students begin with a paper titled "I Am" and proceed through a series of self-discovery papers. The papers give the students a chance to understand self-expression and time to gain confidence in presenting their ideas. Students achieving a quarter grade of A or B are entitled to enter either Creative Writing 2 or Creative Writing 3. Creative Writing 2 is a poetry class in which students explore such forms as tonka, haiku, triad, ten-liners, and experimental approaches. Creative Writing 3 is a short story and drama writing course in which dialogue plays a major part. Creative Writing 4 is open to those students who have achieved a quarter grade of A in Creative Writing 1 and 2. This course involves independent work as well as peer teaching of Creative Writing 1 and 2. Creative Writing 5 is open to all advanced creative writing students. The function of this class is to direct a schoolwide poetry, short story, and short essay contest. (TS)

ED 106 856 CS 202 063

Thum, Gladys E.

Bias Against Women in American Educational History—A Propaganda Analysis.

Pub Date Mar 75

Note—23p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, March 13-15, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Bias, Doctoral Theses, *Educational History, Educational Research, *Females, Literature Reviews, *Propaganda, *Sex Discrimination, *Textbook Bias, Womens Studies

A dissertation study done by the author examining the bias against women in American histories of education is discussed in this paper. The educational histories selected for the study were categorized by recognized high professional quality and high academic status. Each book

analyzed concentrated on different subject areas of educational history, and all were current except one. The first hypothesis of the study was that both pre-World War II and modern American histories of education, under bias and propaganda analysis, reveal bias against women. The second hypothesis was that this bias propaganda in modern American histories of education used, both quantitatively and qualitatively, a significant slanted historical approach that lacked professional objectivity. The third hypothesis was that modern American histories of education showed at least as much bias against women as that found in the pre-World War II American education histories, despite social, economic, political, and educational changes in the roles and status of women. All of these hypotheses were supported by the findings. (TS)

ED 106 857 CS 202 064

Greene, Harry A. Petty, Walter T.

Developing Language Skills in the Elementary Schools. 5th Edition.

Pub Date 75

Note—500p.

Available from—Allyn and Bacon, Inc., 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$11.95, cloth)

Document Not Available from EDRS.

Descriptors—*Elementary Education, Grammar, Handwriting Instruction, Handwriting Skills, *Language Arts, Language Development, *Language Programs, *Language Skills, Listening Skills, Literature, Oral Communication, Reading Skills, Spelling, *Teaching Methods, Writing Skills

This book contains 17 chapters dealing with the development of language skills at the elementary level: "The Language Arts, Language, and Linguistics," "Dialect, Grammar, and Usage: Some Considerations," "Planning for Instruction in the Language Arts," "Language Learning and Beginning Language Arts Instruction," "Instructional Attention to Listening," "Speaking Skills and Activities," "Creativity: Its Oral Focus," "Reading: A Language Art," "Instruction in Reading Skills," "Literature in the Elementary School," "Teaching Written Expression," "Creativity in Written Expression," "Skills and Abilities Important to Both Oral and Written Language," "Developing Spelling Skills," "Teaching and Maintaining Handwriting Skills," "Further Instructional Considerations," and "Textbooks and Workbooks." (TS)

ED 106 858 CS 202 065

Fisher, Allen

Bicentennial Plays and Programs.

Pub Date Jul 75

Note—160p.

Available from—Plays, Inc. Publishers, 8 Arlington Street, Boston, Massachusetts 02116 (\$2.95 paper)

Document Not Available from EDRS.

Descriptors—Activities, *Anthologies, *Choral Speaking, *Drama, Elementary Secondary Education, *Oral Reading, *Poetry

Identifiers—*Bicentennial

This book contains royalty-free material on bicentennial themes for presentation by schools and amateur groups. The first section, Plays and Pageants, contains "Our Great Declaration," "A Star for Old Glory," "Sing, America, Sing," "Washington Marches On," "When Freedom Was News," and "A Dish of Green Peas." The second section, Playlets and Spelldowns, contains "Yankee Doodle Dandy," "Ask Mr. Jefferson," "Molly Pitcher," "Freedom in a Word," and "How to Spell a Patriot." The third section, Recitation, Poems and Choral Readings, contains "The Many Rides of Paul Revere," "The Red, White, and Blue," "Who Is It?" "Bunker Hill," "Washington at Valley Forge," "The Ragged Continentals," "My Bet on the Declaration," "The Carved Symbol," "His Name Was Nathan Hale," "The Liberty Bell Speaks," "Old Glory," and "Thank You, America." The final section of the document contains production notes for some of the materials in sections 1 and 2. (TS)

ED 106 859 CS 202 066

Jenkins, Charles

Some Surface Linguistic Classes with Conceptual Relevance.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW),

Washington, D.C.

Report No—TN-2-72-04

Pub Date Jan 72

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Content Analysis, Elementary Education, English Instruction, Instructional Materials, Language Arts, *Language Instruction, *Language Skills, *Linguistic Competence, Surface Structure, Teaching Methods, *Textbook Content

In teaching children, a clear understanding of the conceptual content to be taught and an understanding of the linguistic means for conveying that content are necessary for the design of the most effective teaching program. The analysis of any given text for conceptual content must begin with an understanding of the language of the text. One approach to such an understanding is a linguistic analysis of the text. Such an analysis must begin with the identification and classification of the words and structures used in the text. Some classifications which promise to be relevant to the conceptual basis of language are presented, along with criteria for the identification and classification of these surface linguistic components of sentences. (Author)

ED 106 860 CS 202 068

Trihart, Lee And Others

1971-72 Tryout of the Level 2 Composition Skills Exercises.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TN-3-72-35

Pub Date Oct 72

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Composition (Literary), *Educational Research, Elementary Education, *English Instruction, Language Arts, *Program Effectiveness, Teaching Guides, Writing Exercises, *Writing Skills

Identifiers—*Composition Skills Program

Level 2 of the Southwest Regional Laboratory (SWRL) Composition Skills Program is designed to help children achieve writing fluency and elementary punctuation skills. This report describes the results of the 1971-1972 developmental tryouts of the program in a wide range of school locations. Data obtained from the tryout corroborated data obtained from previous tryouts concerning the overall effectiveness of the program and provided additional information for program revision. Proposed program revisions are described and the revised teacher's guide is included. (Author)

ED 106 861 CS 202 069

Berdan, Robert

Development of a Dialect Differentiation Measure for Black English: A Pilot Study.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—TN-2-72-36

Pub Date Aug 72

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Dialect Studies, Elementary Education, Evaluation Methods, Language Skills, *Language Usage, *Linguistic Patterns, *Measurement Instruments, *Negro Dialects, Negro Students

Identifiers—*Black English

The results of a study in which eight black kindergarten children responded to a set of structured tasks designed to elicit linguistic constructions which characterize Black English are presented and discussed in this Southwest Regional Laboratory (SWRL) technical note. Some of the children responded with a high rate of nonstandard realizations; others, with a high rate of standard realizations. Implicational relationships among the constructions examined are identified. (Author/RB)

ED 106 862 CS 202 070

Legum, Stanley E.

On the Node Label "ADV."

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TN-2-72-40

Pub Date Dec 72

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adverbs, Case (Grammar), Deep Structure, *Linguistic Theory, Sentence Structure, Surface Structure, *Syntax, *Transformational Generative Grammar

Arguments for the introduction of an adverbial node label (ADV) in transformational grammar are examined and rejected. The following question is raised: Is a node label ADV necessary, or can the phenomena associated with adverbials be explained in terms of the set of node labels used to explain other areas of grammar? The author argues that a new node label can be justified if and only if some required transformation must be formulated so as to refer to it. Furthermore, it is necessary to demonstrate that no analysis which excludes ADV is tenable. Thus, the author concludes, the existence of any tenable analysis which handles the adverbial data without making use of ADV is strong evidence that ADV does not exist. Presented are grammatical references to ADV; arguments in favor of an ADV node which examine adverbs without adjective paraphrases, the multiplicity of transformations, the positioning of *ly*-adverbs, the *ly* ending, and a non-argument in favor of an ADV node; arguments against an ADV node; and alternatives to ADV which examine case analyses and higher sentence (S) analyses. (HOD)

ED 106 863 CS 202 071

Coker, Pamela L. Legum, Stanley E.

Design of the Kindergarten Program Entry Survey.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TN-2-72-33

Pub Date Sep 72

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Language, Early Childhood Education, *Educational Research, Kindergarten Children, Language Development, Language Instruction, *Language Skills, *Language Tests, *Research Design, Semantics

Identifiers—*Kindergarten Program Entry Survey

The Entry Survey is a 22-item, individually administered test assessing kindergarten children's language skills. Sixteen of the items address the semantic development of the following pairs of polar opposites: before-after, large-small, tall-short, and thick-thin. The remaining six items address letter identification ("c," "m," and "h") and word identification ("up," "in," and "with"). The rationale for the design of the survey is presented, and testable hypotheses of child language underlying the survey are listed. (Author)

ED 106 864 CS 202 072

Hirsch, Edward Niedermeyer, Fred C.

The Effects of Tracing Prompts and Discrimination Training on Kindergarten Handwriting Performance.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TM-3-72-01

Pub Date Feb 72

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Educational Research, Handwriting Development, *Handwriting Instruction, *Handwriting Skills, Instructional Materials, *Kindergarten Children, Preschool Education, *Teaching Methods

In this study, the effects of two kinds of letter formation practice and a form of letter discrimination training on the handwriting per-

formance of approximately fifty kindergarten children were investigated. After being pretested, subjects were randomly assigned to the following four treatment groups: (1) copying only, (2) faded tracing only, (3) copying and letter discrimination training, and (4) faded tracing and letter discrimination training. After ten weeks of instruction, it was found that the letter formation behavior of all groups had improved significantly. However, subjects who had received copying exercises performed significantly better than those who had received faded tracing exercises. Letter discrimination training had no effect on letter formation performance. Implications for future program development are discussed. (Author)

ED 106 865 CS 202 073

Zeigler, Sherilyn K., Ed.

Perspectives on Advertising Education: Curricula, Research—Descriptive, Research—Experimental, Industry/Educators' Cooperation, Special Interest Areas, and Instruction: Proceedings of the 1974 National Conference for University Professors of Advertising at the Univ. of Rhode Island. American Academy of Advertising, Knoxville, Tenn.

Pub Date 74

Note—537p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$ 0.92HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Communication (Thought Transfer), Conference Reports, Curriculum Development, Educational Research, *Journalism, Management Development, *Publicize, *Public Relations

This document contains all of the presentations given at the 1974 National American Academy of Advertising Conference in Newport, Rhode Island. The theme of the conference was "Perspectives on Advertising" and the areas of focus were curricula and instruction, descriptive and experimental research, cooperation between educators and the advertising industry, and special area concerns of public policy, international advertising, and public relations. Among the presentations included here are the following: "How Advertising Is Really Used: Success and Failure" by Norman Levy and B. Michael Moore; "The Introductory Course in Advertising" by E. S. Lorimer; "Some Observations on Closing the Communications Gap Between Teachers and Practitioners" by Melvin S. Hattwick; "Truth in Retail Newspaper Advertising" by James R. Krum; "An Empirical Analysis of Commercial Message Credibility" by Ross L. Goble, John Lillibridge, and Harold Pazer; "How to Evaluate Your Advertising" by Harry Wayne McMahon; "Television Viewing, Sleeping Habits, and Energy Conservation" by Donald Hendon; and "Communication with Middle-class Blacks: A Public Relations Perspective" by Jacob M. Duker. (TS)

ED 106 866 CS 202 074

Rubin, Dorothy

Teaching Elementary Language Arts.

Pub Date 75

Note—445p.

Available from—Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York, New York 10017 (\$10.95 cloth)

Document Not Available from EDRS.

Descriptors—Childrens Literature, Concept Formation, Elementary Education, Grammar, Handwriting Skills, *Language Arts, *Language Development, Language Programs, *Learning Activities, Listening Skills, Oral Communication, Reading Skills, Resource Materials, *Teaching Methods, Writing Skills

This book is designed as an aid to teaching the elementary language arts. In part one, "Foundation of Language Arts," the language arts program is introduced and defined, the duties of the language arts teacher are described, various influences affecting students' performance in the language arts program are defined, the understanding of language and concept development in children are discussed, and ways to develop creativity in the language arts program are described. In part two, "The Evaluation Process in the Language Arts Program," the evaluative process and the curriculum, evaluation of student performance and progress, and evaluation of teachers are discussed. Part three, "The Subject Matter of the Language Arts," contains discussions of aural responsiveness and listening, speech improvement, selected areas of reading

related to the language arts, creative communication through children's literature, written expression as a creative act, gaining proficiency in spelling, gaining skill in handwriting, and word usage and grammar. The epilogue contains games and gamelike activities, readability formulas, a glossary, a bibliography, and an index. (TS)

ED 106 867 CS 202 075

Brown, Dwight And Others

Developmental Aspects of Pupil Performance on Bidialectal Tests. Research and Development Memorandum No. 137.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—SCRDT-RDM-137

Pub Date May 75

Contract—NIE-C-74-0049

Note—53p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Educational Research, Elementary Education, Elementary School Students, Kindergarten Children, Language Development, *Language Skills, Measurement Instruments, *Negro Students, *Nonstandard Dialects, *Standard Spoken Usage

Identifiers—*Bidialectalism

The purposes of this study were to redefine, through further experimentation, previously developed instruments measuring bidialectal proficiency; to measure any possible developmental trends in bidialectal proficiency; and to establish the relation of proficiency in black standard English (BSE) and black nonstandard English (BNSE) to other measurements of reading and/or language ability. In order to assess developmental trends, the experiment was conducted with kindergartners (20 subjects), first graders (23 subjects), third graders (24 subjects), and sixth graders (24 subjects). The results of the study are presented in both narrative and table form. (RB)

ED 106 868 CS 202 076

Bryant, J. A., Jr.

The Dangers of Fragmentation.

Pub Date Nov 74

Note—10p.; Paper presented at the Annual Meeting of the South Atlantic Modern Language Association (44th, Washington, D. C., October 31-November 2, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Objectives, English Programs, Higher Education, Interdisciplinary Approach, *Literary Analysis, *Literary Criticism, *Literature, *Literature Programs, Objectives

In this paper, it is argued that fragmentation inevitably occurs in a discipline whenever that discipline loses its distinctive center, and that the proper center for any program of literary study is an abiding concern with demonstrating and teaching the function of the symbolic imagination. The author suggests that any department of literature that fails to center its program on the teaching of literature as a special mode of knowledge quite distinct from the modes employed by the social and political sciences forfeits its right to be called a department of literature. Literature can be approached in the following three general ways: reading for pleasure, reading for substantial knowledge, and reading to understand the function of the symbolic imagination. Only the third way will keep the study of literature alive. (TS)

ED 106 869 CS 202 077

Edelman, Murray

The Language of Inquiry and the Language of Authority.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Pub Date 75

Note—27p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Expressive Language, *Language Styles, *Language Usage, *Oral Communication, Persuasive Discourse, Politics, Rhetoric, Syntax, *Verbal Communication

Identifiers—Formal Language, Public Language

Political language employed in serious inquiry differs systematically from language employed to

promote loyalty to authority in respect to syntax; grammatical completeness and complexity; proportion of nouns, verbs, and other parts of speech; and forms of qualification. Formal language entails continuous effort at verification or falsification and exploration of the innovative possibilities of recombinations of facts and logical premises. Its chief forms in politics are mathematical propositions, a focus upon abstract processes, self-conscious efforts to perceive from the perspectives of others, and some art forms. Public language occurs when people share norms and political loyalties sufficiently that they need not be explicit about premises and meanings. It validates established beliefs and strengthens authority structures. The empirical combination of the two forms of language reinforces the evocative potency of both, but it also creates cognitive confusions of a patterned and recurring kind that inhibit effective political action by the poor. (Author/LL)

ED 106 870 CS 202 078

Behnke, Dorothy Wyrill
The Meaning of Competency for an English Major on a Competency-Based Curriculum in a Liberal Arts College as Perceived by Practitioners.

Pub Date Jul 74
Note—142p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—English Curriculum, *English Instruction, Higher Education, *National Surveys, *Performance Based Teacher Education, *Preservice Education, Teacher Qualifications, *Teaching Models

The purpose of this study was to design a competency-based curriculum for an English major in a liberal arts college. Questionnaires were mailed to 248 English majors graduating from public and private liberal arts colleges during the 1968-73 period. The questionnaire was made up of cognitive learning and affective learning categories following the Bloom, Krathwohl, and Masia taxonomies. Of the 248 questionnaires sent out, 102 responses were received. Seventeen competencies were derived as being essential to English majors. It was concluded that the competencies resulting from this study can be considered as a model for an English major in a competency-based curriculum in a liberal arts college. (Author/RB)

ED 106 871 CS 202 080

Niedermeyer, Fred C. And Others
Functions of Status Testing in the Development of an Instructional Program.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—TM-3-72-07

Pub Date Jul 72
Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Achievement Tests, *Composition (Literary), *Composition Skills (Literary), Educational Programs, Educational Research, *Educational Testing, English Programs, Primary Education, *Program Planning

Identifiers—*Status Testing

This paper describes status testing conducted by the Southwest Regional Laboratory (SWRL) Composition Skills Program at the primary level. The outcomes of the program range from acquiring letter formation and word spacing proficiencies to writing a composition consistently organized according to a discernible framework and containing varieties of sentence types and descriptive modifiers. In addition to describing the program outcomes, tests, sampling and scoring procedures, and test results, the implications of the data are discussed for the two functions of status testing related to program planning: confirming a requirement for instruction on the proposed outcomes and sequencing the outcomes for instruction. This document also contains the following four appendices: "Procedures for Kindergarten Test Administration," "Procedures for Third Grade Test Administration," "Legibility Scale for Letter Formation," and "Criteria for Assigning Subjective Ratings." (TS)

ED 106 872 CS 202 081

Butler, Patricia A.

Preliminary Considerations in the Development of K-3 Spelling Instruction. SWRL Technical Note. Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—TN-3-72-06

Pub Date Jan 72
Note—70p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Discrimination Learning, Identification, Learning Activities, Primary Education, *Spelling, *Spelling Instruction

This paper, a Southwest Regional Laboratory (SWRL) technical note, contains preliminary guidelines for the development of spelling instruction for kindergarten through grade three. It includes information on program content and organization, word-attack instruction, written exercises, teacher materials, and supplementary activities. The material has been organized into units and sequenced using the following criteria: difficulty, confusability, environmental constraints, frequency, and regularity. The kindergarten program consists of fifteen units, one of which is an introductory phonics unit and two of which are reviews of preceding blocks of material. The remaining twelve units present lessons based on eighteen vowel-consonant elements. In the first-grade program, the original material has been expanded to include seven additional vowel-consonant elements. The second-grade program includes approximately 300 to 350 words, and the third-grade material includes 350 to 400 words. The content of the second- and third-grade programs includes a review of first-grade rules as well as secondary vowel rules, compounds, homophones, suffixes, contractions, numbers, and days of the week. (TS)

ED 106 873 CS 202 082

Tutolo, Daniel J.

Classroom Techniques to Evaluate Advertising in Magazines.

Pub Date Apr 75

Note—12p.; Paper presented at the Annual Meeting of the Secondary School English Conference of the National Council of Teachers of English (3rd, Kansas City, Missouri, April 18-20, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavior Change, Behavior Theories, *Changing Attitudes, English Instruction, *Evaluative Thinking, Learning Activities, *Periodicals, *Publicize, Teaching Methods

Identifiers—*Public Doublespeak

Teachers should understand how the persuasive process employed by advertisers affects consumers' cognitive responses. They should also be aware of the purposes and techniques employed by the American consumer movement, which is attempting to augment the rights and power of buyers in relation to sellers. Since a review of the current rights of buyers and sellers suggests that the balance of power lies with the seller, teachers should consider ways to equalize the situation. For example, students and teachers might discuss the fact that product categories may be classified as either desirable, salutary, pleasing on a short-term basis only, or deficient. Next, students might select several ads. Since studies have shown that a person's predisposition toward a product is a good indicator of whether or not the person will buy that product, students' predispositions toward the products mentioned in their ads might be measured. If students are predisposed to buy the advertised product, and if, in addition, the product is classified as either deficient or merely immediately pleasing, students might role play a counterattitudinal advocacy situation in order to inoculate them against the advertiser's persuasion. (TS)

ED 106 874 CS 202 083

Ginn, Doris O.

A Threat to the Black Dialect: An Approach That Works.

Pub Date Mar 75

Note—12p.; Paper presented at the Annual Meeting of the TESOL (Teachers of English to Speakers of Other Languages) Convention (9th, Los Angeles, March 4-9, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Composition (Literary), Language Development, Linguistic Patterns, *Linguistics, Negro Culture, *Negro Dialects, *Negro Education, *Negro Students, Teaching Methods, Writing

It is argued in this paper that teachers must develop an awareness of the historical implications of the black dialect. A sample in-class composition written in black dialect is quoted in its entirety and analyzed, and a personal writing approach is described. The first part of the approach deals with structure, and a linguistic method is used for teaching the form classes of noun, verb, adjective, and adverb. The second part of the approach is the cognitive framework for stages of development in concept formation, interpretation of data, and the application of principles. In the third part of this approach, students are sectioned into individualized groups of five in which they exchange themes and related materials, becoming critics of features and structures not yet overcome by fellow classmates. It is concluded that this approach allows students psychological freedom in usage and gives meaning to their cultural identity and cultural experiences. (TS)

ED 106 875 CS 202 084

Do You Ever Feel As If You're Talking to a Brick Wall?

Millcreek Township School District, Erie, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Communication (Thought Transfer), Composition (Literary), *Composition Skills (Literary), Course Objectives, Elementary Education, *Learning Activities, *Paragraph Composition, Paragraphs, *Student Writing Models, *Writing Skills

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The objectives of this packet on communication skills are to teach elementary students how to organize their ideas, follow directions, correct their own errors, recognize and write a topic sentence, recognize and write a concluding sentence, recognize sentence fragments and run-on sentences, write a paragraph, and effectively communicate with other people. The following six learning activities are listed in this document: pretending to be a pirate, unscrambling a paragraph using chronological order, writing an ordered paragraph, rewriting and revising a paragraph, comparing the structure of paragraphs and sandwiches, and writing a final paragraph. (TS)

ED 106 876 CS 202 087

Evans, Elliott

The Existential Dimensions of Afro-American Literature.

Pub Date Mar 75

Note—20p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (26th, St. Louis, Missouri, March 13-15, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—African American Studies, American Literature, *Existentialism, *Literary Criticism, *Negro Literature, Novels, *Twentieth Century Literature

Identifiers—Black Thunder, Invisible Man, Native Son

The existential implications in Bontemps' "Black Thunder," Richard Wright's "Native Son," and Ellison's "Invisible Man" are explored in this paper. Each of these novels exhibits a concern about man structuring his existence through the choices he makes in an absurd world. Gabriel, the protagonist of "Black Thunder," differentiates himself from the other characters and identifies himself as an existential hero at the end of the novel when he steps out of a trance to surrender; although he is physically destroyed by execution, his act assumes heroic magnitude because he has struggled against the absurd until the end. It is with the death of Mary Dalton in "Native Son" that Bigger, in his own mind, ceases to exist as an object. Bigger's state of mind after the murder allows him to combat the irrational world. The "Invisible Man" depicts an odyssey as the protagonist moves from situation to situation,

encountering disillusionment at each turn; he learns, finally, to "believe in nothing if not in action" when he has been stripped of all meaning by passivity and submission to absurdity. (LL)

ED 106 877 CS 202 088

Fisher, Carol J.

Writing Poetry: Children Can Do It!

Pub Date Apr 75

Note—10p.; Paper presented at the Annual Meeting of the National Conference on the Language Arts in the Elementary School (7th, Boston, Massachusetts, April 11-13, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Child Language, Composition (Literary), *Creative Writing, *Educational Objectives, Elementary Education, Language Development, *Poetry, *Teaching Techniques, Writing Skills

The starting point for teaching children to write poetry is allowing them to develop experiences and language to describe them. Another way of teaching or stimulating children to write poetry is to provide them with a rich and varied background of poetry by reading a wide range of poems to them. Poetry should become an integral part of talk and response in the classroom. Children need to know that poetry is a way of responding to something very real in their lives. Another way of helping children experiment with words and get started with poetic expression is by not imposing adult standards on children's writing. A final way of helping children grow in their ability to express themselves through poetry is by introducing various poetic forms for them to use. Children's poetry should indicate an awareness of an experience, sincerity of feeling, a choice of appropriate and natural language, and the creation of the response to the idea in the reader. Several poems written by children are quoted as examples demonstrating these qualities. (TS)

ED 106 878 CS 202 089

D'Angelo, Frank J.

A Conceptual Theory of Rhetoric.

Pub Date Jul 75

Note—178p.

Available from—Winthrop Publishers, Inc., 17 Dunster Street, Cambridge, Massachusetts 02138 (\$8.95 cloth)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), Educational Theories, Higher Education, *Rhetoric, Sentences, *Systems Concepts, Theories, *Thought Processes

Identifiers—*Rhetorical Theories

In this book, the relationships that exist between thinking and writing are explored within the framework of a coherent theoretical system of rhetoric. The principal arguments are as follows: invention, arrangement, and style are connected to each other and to underlying thought processes in important ways; invention continues throughout the composing process; the topics of invention are symbolic manifestations of underlying thought processes; nonlogical thought processes are important in the composing process; the composing process is holistic and organic; the composing process is a movement from an undifferentiated whole to a differentiated whole and repeats larger evolutionary processes in microcosm; the overall shape of a discourse is more important than its parts; form consciousness is essential to good writing; syntagmatic and paradigmatic analyses of structure in discourse can be useful in developing a sense of form consciousness and in producing discourse; and rhetoric is by its very nature interdisciplinary. (TS)

ED 106 879 CS 202 096

Hartmann, Paul Husband, Charles

Racism and the Mass Media.

Pub Date Mar 74

Note—274p.

Available from—Rowman and Littlefield, 81 Adams Drive, Totowa, New Jersey 07512 (\$13.50, cloth)

Document Not Available from EDRS.

Descriptors—Bias, Discriminatory Attitudes (Social), *Ethnic Groups, *Immigrants, *Mass Media, Minority Groups, *Public Opinion, Race Relations, Racial Attitudes, *Racism

Identifiers—*Great Britain

The authors of this book analyze and discuss the treatment of race by the mass media, examining through survey data the response of white

Britons to immigration by colored ethnic groups. The main focus of the study was on the beliefs and attitudes of adolescents. Results of the survey show that the mass media have played an important role in defining for the white public the meaning of blacks living in Britain, the prevailing nature of which is negative. Chapter titles are as follows: "The British Response to Coloured Immigration," "British Images of the Black Man," "The Study of Prejudice," "The Design of the Study," "Attitudes and the Mass Media," "Definitions of the Situation," "Race in the British Press," "The News Media and Race Relations," "The Entertainment Media," and "Conclusion." Six appendixes include material related to the survey. (JM)

ED 106 880 CS 202 120

Reviewing Curriculum for Sexism.

New York State Education Dept., Albany. Div. of Curriculum Development.

Pub Date 75

Note—87p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Curriculum Development, Elementary Secondary Education, Guidelines, *Instructional Materials, *Sex Discrimination, Sex Role, *Sex Stereotypes, *Textbook Bias, Textbook Selection

This publication is designed to assist elementary and secondary schools in strengthening instruction by identifying and eliminating sexual stereotyping in educational materials. The model illustrates some of the ways in which curriculum and instructional materials may be developing sex stereotyping, offers suggestions for avoiding or correcting the situation, and fosters the realization that fuel for sex bias exists. Chapters are as follows: "Description of Model," "Guidelines for Reviewers," "Plan of Action," "The Language of Sexism," "Stereotyping," "Balance vs. Imbalance," and "What Should Be Done about Biased Instructional Materials." Also included are excerpts from the guidelines of three publishers (Ginn and Company; Holt, Rinehart and Winston; and Scott, Foresman and Company) and a bibliography. (JM)

ED 106 881 CS 501 058

Koch, Christian, Comp. Powers, John, Comp.

1972 Oberlin Film Conference Selected Essays and Discussion Transcriptions, Vol. II.

Oberlin Coll., Ohio.

Spons Agency—National Endowment for the Humanities (NEAH), Washington, D.C.

Pub Date 74

Note—327p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Aesthetic Education, Conference Reports, *Films, *Film Study, Higher Education, Mass Media

Identifiers—*Film Criticism

The announced general focus of the 1972 Oberlin Film Conference was "Goals, Methods, and Scope of Film Study in the 70's," the intention being to emphasize the conceptualization of the cinema experience as messages within larger sets of discourse. To this end, each student submitted an application essay and participated at the conference in discussions dealing with various topics. This document contains a conference schedule, selected student essays, and several transcribed discussions from the sessions. Among the essays included are the following: "Eisenstein and Joyce: Making the Mind Visible," "Film as Media as Epidemic," "Dimensions of Film Genres," "Metaphor in Film," "A Sociovisual Approach to Film Communication: Theory, Methods, and Suggested Fieldwork," "A Metalogicon of Film: Topics in Film Metasemiotics," "Boudou Saved from Drowning" (1932) Directed by Jean Renoir, "The Concept of Visual Space as a Critical Tool in Cinema," "Cinema as a Humanity: An Objection to Narrowness," "Godard's Paradigm," "Increasing Depth of Field and Sharpening Focus in Film Study," "An Analysis of 'Jules and Jim' as an Adaptation," "The Motion Picture Industry, 1896-1921," "Rocking the Role of Cinema in Latin America," "Fellini-Satyricon," a Baroque Masterpiece, "Film and Visual Perception," and "The Image of Women in the Cinema." (LL)

ED 106 882

Waller, Adrian

Theatre on a Shoestring.

Pub Date Jun 75

Note—157p.

Available from—Littlefield, Adams & Co., 81 Adams Drive, Totowa, New Jersey 07512 (\$2.95 paper)

Document Not Available from EDRS.

Descriptors—*Acting, *Drama, *Financial Needs, *Production Techniques, *Theater Arts

This book—written for amateur theater groups, students, and drama enthusiasts—pinpoints many of the problems that arise when plays are produced on a limited budget and argues that it is not necessary to have large sums of money behind a production for it to be artistically successful. Acting, directing, and the art of make-up are discussed in relation to the many aspects of production. The parts played by all participants, from producer to call boy, are examined, as is the selection of an appropriate play, casting and rehearsing, designing, costuming and make-up, and lighting and sound effects. The book concludes with a general reading list of books on the theater. (RB)

ED 106 883

Rummel, Lynda

Animal and Human Communication.

Pub Date Mar 75

Note—17p.; Paper presented at the Annual Meeting of the Eastern Communication Association (New York City, March, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Animal Behavior, Behavior Patterns, *Communication (Thought Transfer), Communication Skills, Higher Education, *Human Relations, *Nonverbal Communication, *Theories

Identifiers—*Animal Communication

Several misconceptions regarding the status of human communication systems relative to the systems of other animals are discussed in this paper. Arguments are offered supporting the expansion of the communication discipline to include the study of the communication systems of other species. The "communicative continuity" view which ranks man at the top of a continuum of general animal intelligence, and the "speech superiority" view, which stresses that man's ability to speak makes him different from other animals, are analyzed. It is argued that once the fallacies of the "communicative continuity" and "speech superiority" positions are acknowledged—that man's sign systems are not at the apex of some straight-line continuum of evolution in communication—then it becomes apparent that there is no reason for limiting the study of communication to the communication of a single species. The remainder of the paper presents several additional reasons for including the communication of other animals in the study of communication and outlines the points that should be included in an evolutionary framework if it is to be accurate. (RB)

ED 106 884

Tate, Eugene D. Surlin, Stuart H.

A Cross-Cultural Comparison of Viewer Agreement with Opinionated Television Characters.

Pub Date Apr 75

Note—12p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adults, *Audiences, *Cross Cultural Studies, *Dogmatism, *Racial Attitudes, Racial Discrimination, Social Values, *Television Research

Identifiers—*All in the Family, Archie Bunker, Canada

This study was conducted to test the relationship between dogmatism and agreement with the television character Archie Bunker among adult Canadians. It was hypothesized that highly dogmatic Canadians would demonstrate the same identification with Archie Bunker that highly dogmatic viewers from the U. S. demonstrate, and it was also hypothesized that Canadians would not view "All in the Family" as being true to life, as U. S. viewers do, since the program is not in a Canadian setting. Two random samples were drawn from adults in Saskatoon, Saskatchewan,

and Athens, Georgia—both university communities. Both hypotheses were confirmed. (RB)

ED 106 885 CS 501 066

Wilson, Gary B.
Origins and Effectiveness of Social Approval and Social Disapproval Cues in Persuasive Communication.

Pub Date Apr 75

Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavior Patterns, College Students, *Communication (Thought Transfer), *Credibility, *Cues, *Educational Research, Higher Education, *Persuasive Discourse, Social Behavior

The purpose of this study was to determine the predicted differences in the effectiveness of social approval and disapproval cues. Three hypotheses were tested to determine what the effect on communication is if the source of the cue is a peer, family member, or society and what the response will be when a message advocates a position discrepant from the initial position of the receiver. The subjects chosen for the study were 228 students in the beginning communication theory course at the University of Connecticut. The results of the study were not significant, and the support for the predicted effectiveness of social approval and disapproval cues was mixed. (RB)

ED 106 886 CS 501 067

Niedermeyer, Fred C. And Others
Structure and Organization of the SWRL Drama and Public Speaking Program for 1972-73 Tryout.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TM-3-72-08

Pub Date Sep 72

Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Drama, Dramatics, *Educational Programs, *Language Development, *Oral Expression, Primary Education, *Public Speaking, Teaching Guides

The structure and organization of the first four levels of the Southwest Regional Laboratory (SWRL) Drama and Public Speaking Program to be tried out in 1972-1973 are described in this paper. The program structure is defined in terms of skill, content, and assessment areas. Specific subareas of content are listed and are to be used to guide lesson development. For each assessment area, various criteria are given; these form the primary outcomes of the program. A task analysis for teaching children to plan stories and plays is also included as part of the program's structure. The program's organization is described, and various examples of materials and tests are referenced. Summaries of each of the 30 lessons at each of the four levels and the level 1 Teacher's Guide are included in the appendices. (Author)

ED 106 887 CS 501 068

Niedermeyer, Fred C.
Observation Procedures for Classroom Tryout of Instructional Materials and Procedures.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TN-3-72-15

Pub Date Jun 72

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Classroom Observation Techniques, Composition Skills (Literary), *Instructional Materials, Primary Education, *Program Evaluation, Student Reaction, Student Teacher Relationship, Teacher Attitudes, *Teaching Methods

During teacher-administered tryouts of an instructional program, staff observations of classroom lessons are an important data source for making later revisions. However, such data are often unavailable when needed because of a lack

of systematic procedures for data collection and documentation. This paper suggests certain procedures for reporting classroom observation of a program lesson. These procedures are illustrated in the observation of two laboratory programs, "Composition Skills" and "Drama and Public Speaking." (Author)

ED 106 888 CS 501 069

Spicer, Christopher

The Identification of Communication Competencies Required by Future Businesspersons: An Application of the Delphi Method.

Pub Date Apr 75

Note—21p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Business Correspondence, Communication (Thought Transfer), *Communication Skills, *Degree Requirements, *Educational Research, *Futures (of Society), Higher Education, *Organizational Communication, Standards

The purpose of this study was to determine which communication competencies will be essential to those entering a business or a profession in 1980. The 107 subjects used were "experts" in the area of business and organizational communication who responded to four questionnaires. It was concluded that college courses designed to enhance one set of communication skills, such as technical writing and public speaking, will no longer fulfill the requirements for undergraduate business and professional students. The results of the study and the communication skills needed in 1980 are presented in narrative and table format. (RB)

ED 106 889 CS 501 070

Lichtig, Leo K. Vickery, Patricia L.

A Study of Close Interpersonal Relationships.

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Students, *Communication (Thought Transfer), Confidentiality, Credibility, *Human Relations, Interaction, *Interpersonal Relationship, Nonverbal Communication, Psychological Needs, Response Mode, Verbal Communication

Identifiers—*Closeness

Based on the definition of closeness as the degree to which an individual perceives another as understanding him, this study examines some of the dimensions that appear to affect the perception of closeness in dyads. The modes of interpersonal communication which were examined are self-disclosure, touch, and metarelationship communication. Seventy-five questionnaires were completed by college students enrolled in classes in psychology, sociology, and communications. The data indicated that degree of trust and amount of self-disclosure are the primary bases for the perception of the closeness of a relationship. It is suggested that a behavioral index of the closeness of a relationship could be established by observing the amounts of self-disclosure, metarelationship communication, and touch that occur during interactions. (LL)

ED 106 890 CS 501 071

Wallace, Les And Others

Audience Response to Speech Analysis Following Televised Political Messages.

Pub Date Apr 75

Note—8p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adults, *Audiences, Behavior Patterns, Communication (Thought Transfer), *Credibility, *Editorials, Higher Education, Political Issues, *Public Opinion, *Television Research

Identifiers—*Instant Analysis

This study was designed to test the effects of speech analysis (television commentary) on audience responses to televised political speeches. Six hypotheses on the so-called instant analysis phenomenon were tested. Subjects for the study were 115 adults drawn from the Fort Collins,

Colorado, community. While it was concluded that instant analysis apparently influences audience response, the precise effects of credibility and commentary type remain ambiguous. (RB)

ED 106 891 CS 501 073

Wackman, Daniel B. Miller, Sherod

Analyzing Sequential Interaction Data: Two Empirical Studies.

Pub Date Apr 75

Note—16p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior Patterns, *Communication (Thought Transfer), *Group Relations, Interpersonal Relationship, *Research Methodology, Social Relations, *Systems Approach, Systems Concepts

Systems descriptions vary in two essential ways. First, they vary in terms of the kinds of behaviors used in describing the system. Second, they vary in terms of the way the data are handled. The analysis of interaction patterns in dyads, groups, and larger systems has been difficult to describe. In this paper, an attempt is made to present a viable method for describing verbal communication patterns of married couples' interaction. This method is demonstrated through two empirical studies; the first study analyzes the stability of interaction patterns of married couples over a two-year period; the second study compares couples involved in counseling with couples not involved in counseling. The implications of the methodology for future research are discussed. (RB)

ED 106 892 CS 501 074

Wackman, Daniel B. Miller, Sherod

Education in Basic Interpersonal Communication Skills.

Pub Date Apr 75

Note—12p.; Paper presented at the Annual Meeting of the International Communication Association (Chicago, Illinois, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior Development, *Communication (Thought Transfer), *Communication Skills, Course Objectives, Educational Objectives, Educational Programs, Higher Education, *Interpersonal Relationship

A classroom program that has been developed to teach students a variety of basic interpersonal communication skills is described in this paper. The focus of the program is on adding to students' repertoire of skills in order to increase the flexibility of their interpersonal communication and the range of choices in relationships. There are three objectives in the program: teaching a number of skills which students normally do not possess, providing conceptual understanding of the skills as well as behavioral learning, and facilitating transfer of learning to students' out-of-class relationships. In the first section of the paper, the four frameworks taught in the program and the behaviors linked to each framework are taught. In the second section, the various methods by which the frameworks and skills are taught are described. In the final section, the strengths and limitations of the program are discussed. (TS)

EA

ED 106 893 EA 006 953

Lavin, Richard J. Sanders, Jean E.

Improving the Performance of Educational Managers. Working Paper Series.

Merrimack Education Center, Chelmsford, Mass.

Pub Date Apr 75

Note—20p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrator Education, Decision Making, *Educational Administration, Elementary Secondary Education, Innovation, *Management Development, Organizational Change, *Problem Solving, School Administration

The Educational Management Development Center (EMDC) seeks to build the organizational capability for problem-solving through a process offered in the context of a dynamic, operating system. The problem-oriented school manager is helped by support staff to take administrative theory, successful practices, personal experiences, and leadership qualities to transform his own development to yield relative insight. The support staff helps apply and analyze real problems over time. Also, designed to formulate, maintain and monitor the decision-making of school systems, EMDC is systematically testing which problem-solving capabilities can be improved in local schools, and subsequently contribute to the development and maintenance of behavior in schools via guided problem-solving and management development activities. (Author/DW)

ED 106 894 EA 007 005

Haggart, S. A. Furry, W. S.
Resource Allocation and Budgeting for the 1972-73 Mini-Schools of the Alum Rock Voucher Demonstration. Analysis of the Education Voucher Demonstration. A Working Note.

Rand Corp., Santa Monica, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WN-8404-NIE

Pub Date Feb 74

Contract—NE-C-B2C-5326

Note—57p.; Related documents are ED 083 726, ED 093 091 and 092, ED 094 480, and ED 097 765

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Accounting, *Budgeting, Cost Effectiveness, Decentralization, Educational Administration, *Educational Alternatives, Educational Finance, *Education Vouchers, Elementary Education, Expenditure Per Student, *Finance Reform, *Resource Allocations, School District Spending, Student Enrollment, Tables (Data)

This Working Note documents the first year's events and outcomes in developing the budgeting system and resource allocation rules to support the Education Voucher Demonstration. The district now has systems for per pupil resource allocation and school/minischool cost center accounting. The basic voucher of \$1,041 for grades 7-8, and \$788 for grades K-6 covers the general instructional cost at the school site and a share of central district support. A compensatory voucher (\$301 for grades 7-8, and \$237 for grades K-6) provides additional funds for students eligible for federal free lunch and represents "discretionary" income at the minischool level. The budgets of minischools depend on enrollment and differ mostly in use of discretionary funds, thus planned expenditure patterns of compensatory voucher income were constructed, and comparable minischool instructional cost per classroom indexes were developed. The actual cost per student varied from \$577 to \$744. The voucher demonstration increased the speed with which the district achieved the management capability to operate in a decentralized mode. One important impact is the creation of the minischool alternatives—alternatives that used resources in different combinations—to provide elementary education. (Author/DW)

ED 106 895 EA 007 017

McLaughlin, Milbrey Wallin
Innovations in Classroom Organization.

Pub Date Apr 75

Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavior Change, Change Agents, *Change Strategies, Changing Attitudes, *Class Organization, Classroom Arrangement, Educational Change, Elementary Secondary Education, Federal Programs, Inservice Teacher Education, *Instructional Innovation, *Learning Processes, *Open Education, School Districts, Staff Improvement, Teacher Developed Materials

In the last decade, the Office of Education has granted several billions of dollars to local educational agencies (LEAs) in an attempt to stimulate, and sometimes force, educational improvements. This paper was presented at a symposium

considering experiences accumulated in a recent national study of federal change programs as they have (or have not) influenced schools. Several cases of attempts to implement fundamental change in classroom organization by local school districts are discussed. These cases were examined as part of the Rand Change Agent Study. The problems particular to this sort of innovation are discussed, and lessons these efforts have for the implementation of innovations are suggested. (Author/MLF)

ED 106 896 EA 007 018

Jacobs, James N. Varland, Gerald L.
Organization and Administration of the Department of Research and Development in the Cincinnati Public Schools.

Pub Date Apr 75

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Credibility, Educational Coordination, *Educational Research, Elementary Secondary Education, *Organization, *Organizational Effectiveness, Program Evaluation, *Research and Development Centers, *Research Coordinating Units, School Districts
The mission, organization, rationale, roles, and functions of the department are discussed. The status of the department and its interface with other departments are also described. The paper deals with problems of funding, credibility, relations between research and evaluation versus planning and development, and problems of relating research and development to other departments of the school system. (Author/MLF)

ED 106 897 EA 007 019

Barbe, Richard H.
Dynamic Systems and Static Goals: An Educational Dilemma.

Pub Date Apr 75

Note—7p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Decision Making, Educational Administration, *Educational Objectives, *Input Output Analysis, *Social Values, *Systems Analysis

Educators have historically tried to limit the openness of the educational system by determining what factors from the society as a whole are allowed to influence decision-making. Other system components have been held to be more properly designed by professionals apart from societal impact. Change through time in the educational system occurs so rapidly that by the time a system is designed and implemented, the objective is out-of-date. A dominant or consensual value of society should not be expressed as an educational goal, but as it can be made manifest in a decision-making strategy. (Author/MLF)

ED 106 898 EA 007 023

Barr, Robert D.
The Growth of Alternative Public Schools: The 1975 ICOPE Report.

Indiana Univ., Bloomington. School of Education.; International Consortium for Options in Public Education, Bloomington, Ind.

Pub Date 75

Note—17p.; A related document is ED 100 041; Not available in hard copy due to marginal legibility of original document

Available from—Center for Options in Public Education, School of Education, Indiana University, Bloomington, Indiana 47401 (\$1.00)

Journal Cit—Changing Schools: An Occasional Newsletter on Alternative Public Schools; V3:4 no12 1975

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Alternative Schools, *Educational Alternatives, Elementary Secondary Education, *Newsletters, *Open Education

This newsletter reports the growth of alternative schools from 1973 when 464 alternative public schools in 36 states were identified to 1975 when 1,250 such schools can be listed.

Charts illustrate the growth distributed by states. The reasons for growth are presented as publications, professional recommendations, accreditation procedures, state departments of education, mandated optional schools, federal and foundation support, technical assistance, and teacher education programs. Short reports from alternative schools in various states conclude the newsletter. (DW)

ED 106 899 EA 007 028

Laxer, Gordon And Others

Student Social and Achievement Patterns as Related to Secondary School Organizational Structures. The Individualized System. H.S.I. Studies. Ontario Inst. for Studies in Education, Toronto. Spons Agency—Ontario Dept. of Education, Toronto.

Pub Date 74

Note—92p.; Related documents are ED 093 053 and EA 007 025-027

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 (Canada) (\$3.40)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Tests, Educational Assessment, Educational Change, *Evaluation Criteria, *Individualized Curriculum, School Statistics, *School Surveys, Secondary Education, *Sociocultural Patterns, Statistical Data, Tables (Data)

Identifiers—Canada, Circular HS 1 1972 1973, *Ontario

With Circular H.S.1 1972/73, the Ministry of Education directed Ontario's secondary schools to provide an increased range of course offerings and to allow students as much freedom as possible to choose their own courses. To identify the effects of the individualized "credit system" established by this controversial circular, a number of studies were conducted during the 1972-73 school year. The study described in this report investigated how the new system was affecting student social and achievement patterns and standards for student evaluation. Intensive studies were conducted of five Ontario secondary schools, which were selected to represent contrasting degrees of H.S.1 implementation. Data were gathered from verbal and mathematical skill tests administered to year 4 students, from questionnaires completed by teachers and students in years 1-3, and from interviews with a sample of all students, teachers, and administrative personnel from the five schools. (Author/JG)

ED 106 900 EA 007 031

Crim, Roger D.

A Review of the Quadrimester Program with Cost Estimates for a Proposed Quadrimester Program for the Lafayette Parish, Louisiana, Schools.

Pub Date Nov 74

Note—31p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Community Support, Data Analysis, *Educational Finance, Educational Innovation, Educational Strategies, Elementary Secondary Education, Extended School Year, School Administration, *School Calendars, *School District Spending, School Schedules, *Tables (Data), *Year Round Schools

Identifiers—Lafayette Parish, Louisiana, *Quadrimester Program

This report studies the feasibility of several alternative quadrimester programs for year-round schools and attempts to determine if adoption of such a schedule would be beneficial for the Lafayette Parish school system. In addition to a discussion of the probable educational impact of various quadrimester programs, the author presents an analysis of the anticipated economic costs and benefits of a quadrimester program for the Lafayette Parish schools. The author concludes that, although a quadrimester program will save money in the long run, it will require a short-term increase in school expenditures. The public must therefore be educated about the long-term educational benefits of a quadrimester program, he suggests, if such a program is to be accepted. (JG)

ED 106 901 88 EA 007 045

Organization and Curriculum: Project LEM. Hackensack Public Schools, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton.

Pub Date 73

Note—9p.; Related documents are EA 007 046-047; Photographs may reproduce poorly Available from—Project LEM, Hackensack Public Schools, Hackensack, New Jersey 07601 (Free; Additional charge for quantity orders)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Age Grade Placement, Curriculum Planning, *Differentiated Staffs, *Educational Innovation, Elementary Education, *Experimental Programs, *Individualized Instruction, *Open Education, Open Plan Schools, Scheduling, School Organization

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Hackensack, New Jersey, *Project LEM

This booklet describes the basic curriculum design and staff organization of Project LEM, an experimental open education program at Hillers Elementary School in Hackensack, New Jersey. The LEM open education plan is characterized by differentiated staffing, multiage and multiethnic groupings, personalized instruction, a structured schedule, a core curriculum, and flexible use of space. Each LEM unit contains 100-150 children grouped on a multiage (two-year range) basis and operates with a staff of one team leader, one teacher per 26 students, and one aide. This is the same teacher-pupil ratio as for traditional classes in the school. In addition to basic skills instruction, each team teacher selects one area in either social studies, science, or cultural art to pursue in depth. Each child is assigned to a "home base" for a brief daily orientation and to specific groups for reading, language arts, and mathematics instruction on the basis of his or her skills achievement level. (Author/JG)

ED 106 902 88 EA 007 047

Environment and Space Utilization: Project LEM. Hackensack Public Schools, N.J.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; New Jersey State Dept. of Education, Trenton.

Pub Date 73

Note—9p.; Related documents are EA 007 045-046; Photographs may reproduce poorly

Available from—Project LEM, Hackensack Public Schools, Hackensack, New Jersey 07601 (Free; Additional charge for quantity orders)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Building Improvement, Educational Environment, *Educational Facilities, Educational Innovation, Elementary Education, Facility Improvement, Interior Space, *Open Education, *Open Plan Schools, School Space, *Space Utilization, Ungraded Schools

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Hackensack, New Jersey, *Project LEM

This booklet describes a project that converted a 45-year-old school building designed for self-contained classrooms into an open-plan learning center. Purposes of the project were better use of available space to accommodate more students and creation of a warm, flexible learning environment suitable for a nongraded open education approach. As part of Project LEM, three sections of Fanny Meyer Hillers School in Hackensack, New Jersey were remodeled, one section at a time, over three years. No major structural changes were made to the buildings, but nonbearing walls were eliminated and doors were removed to open up the building and encourage movement between different learning areas. In addition, corridors, storerooms, stairwells, and similar spaces were converted to art bays, reading bays, and other learning areas. These changes increased student capacity of the buildings by 25 to 33 percent at a relatively low cost, while also permitting adoption of a more flexible and innovative educational program. (JG)

ED 106 903 EA 007 048

Visual Arts Facilities (Grades 6-13).

Ontario Dept. of Education, Toronto.

Pub Date 75

Note—34p.; Photographs may reproduce poorly Available from—Publications Centre, Ministry of Government Services, Macdonald Block,

Queen's Park, Toronto, Ontario M7A 1N8 (Canada) (\$3.00; Payment must accompany order; Make checks payable to Treasurer of Ontario)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Building Design, *Design Needs, Equipment Storage, *Facility Guidelines, *Facility Planning, *Facility Requirements, Secondary Education, *Visual Arts

Identifiers—Canada

In the introduction or expansion of art facilities in individual schools, there is a general movement away from the single, multipurpose art room concept. More consideration is being given to the variety of functions that the area must accommodate, adequate working space, separate storage areas, and more display facilities. This booklet contains general concepts and information useful in the planning of visual arts facilities. In keeping with recent developments and the varying circumstances of individual schools, it presents a variety of plan suggestions. (Author/MLF)

ED 106 904 EA 007 056

Mattar, Samir G. Fazio, Paul P.

A Bibliography and Review of Building Evaluation Schemata and Practices. Exchange Bibliography No. 470.

Council of Planning Librarians, Monticello, Ill.

Pub Date Oct 73

Note—23p.; Not available in hard copy due to marginal legibility of original document

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$2.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Architectural Elements, Architectural Research, Architecture, *Bibliographies, *Building Design, Design Needs, *Evaluation Methods, *Facility Guidelines, *Performance Specifications

The present trend in architecture is primarily functionalist in nature, but this functionalism is being increasingly tempered by human factors and artistic considerations. Accordingly, there is emerging a body of doctrine and architectural expression that yields a diversity of designs that must be assessed before any critical selection of construction plans and economic standards can be made. This bibliography aggregates some of the pertinent sources on techniques and problems encountered in appraisals. (Author/MLF)

ED 106 905 EA 007 057

Bartholomew, Robert

Indoor and Outdoor Space for Mentally and Physically Handicapped Children. Exchange Bibliography No. 503.

Council of Planning Librarians, Monticello, Ill.

Pub Date Dec 73

Note—11p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Architectural Barriers, *Bibliographies, *Design Needs, *Handicapped Children, Mentally Handicapped, Physically Handicapped, *Play, *Playgrounds

Properly planned outdoor play areas can be an important aid in the rehabilitation and learning experiences of handicapped children. For a handicapped child the playground becomes a major training and treatment facility as well as a play experience. This bibliography is intended to assist designers in collecting the necessary data and information about the users' requirements in designing facilities for the handicapped. (Author/MLF)

ED 106 906 EA 007 058

Ewing, Gordon O. And Others

Working Bibliography on Scaling Methods Appropriate for Analysis of Space Preferences. Exchange Bibliography No. 514.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jan 74

Note—42p.; Not available in hard copy due to marginal legibility of original document

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$4.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Algorithms, *Bibliographies, Computer Programs, *Design Preferences, Evaluation Methods, *Measurement, Measurement Techniques, *Multidimensional Scaling, *Physical Environment, Publications, Reference Materials

This bibliography draws together from a number of disciplines literature dealing with problems of scaling and measuring stimuli. Substantive areas of application are behavioral geography, marketing, mathematical psychology, urban planning, consumer research, and subjective appraisals of objects. Citations are organized into four separate sections. Section 1 deals with the theory of measurement, including the philosophical basis of measurement theory and various choice theories. Section 2 deals with revealed preference patterns and multidimensional scaling. Section 3 deals with multidimensional scaling techniques and algorithms; whenever possible, information about the availability of computer programs is included. Section 4 deals with geographic studies of space preferences. Within each section, entries are listed alphabetically by author's name. (Author/JG)

ED 106 907 EA 007 059

Bartholomew, Robert

Indoor-Outdoor Space; the Transitional Areas and Their Effect on Human Behavior. Exchange Bibliography No. 517.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jan 74

Note—7p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior, *Bibliographies, Design, *Environmental Influences, *Interior Space, *Physical Environment, Space Classification, Space Utilization

Identifiers—*Outdoor Space

This brief bibliography lists publications about the transitional areas between buildings or leading into or out of buildings. These spaces are usually public spaces, at least in urban areas, that perform functions influencing human behavior, including visual separation or connection, territorial definition, and control of traffic and climatic factors. (Author/MLF)

ED 106 908 EA 007 060

McFarland, Dalton E.

Research Methods in the Behavioral Sciences: A Selected Bibliography. Exchange Bibliography No. 639.

Council of Planning Librarians, Monticello, Ill.

Pub Date Sep 74

Note—23p.; Not available in hard copy due to marginal legibility of original document

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$2.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Anthropology, *Behavioral Science Research, *Behavioral Sciences, *Bibliographies, Psychology, Publications, Reference Materials, *Research Design, *Research Methodology, Social Psychology, Sociology

This bibliography lists publications dealing with research methodologies in the behavioral sciences of psychology, sociology, anthropology, and social psychology. Few of the works deal directly with research methods in economics, history, business administration, or education. Most of the books cited cover a variety of applicable research methodologies and present detailed methods and procedures illustrated by concrete examples. However, several books discuss philosophies and strategies of research design and the meaning of scientific methods. Included in the listings are selected works that have become standard references, as well as some recent books that explicate newer techniques now coming into use. A number of journal articles are also cited, but these selections were not made on the basis of any extensive search. Citations are organized into separate sections for books and articles, with all entries in each section listed alphabetically by author's name. (Author/JG)

ED 106 909 EA 007 061

Burg, Nan C.

Local Government—Form and Reform: A Selected Bibliography. Exchange Bibliography No. 640.

Council of Planning Librarians, Monticello, Ill.
Pub Date Sep 74

Note—73p.; Not available in hard copy due to marginal legibility of original document
Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$7.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Bibliographies, City Government, *County Programs, *Governmental Structure, *Local Government, *Public Administration Education, Publications, Reference Materials, Regional Programs
Identifiers—Pennsylvania

This bibliography contains extensive listings of publications relevant to the broad topic of local government. Citations are organized into separate sections dealing with local government modernization and reform, local government administration and training, structure of local government, county government form and administration, metropolitan and regional governance, specific state reports on local and county government, local and county government in Pennsylvania, and state responsibility to local governments. Publications cited in the section on specific state reports on local and county government are listed by state, while entries in all other sections are listed alphabetically by author's name. A brief final section lists a variety of useful periodicals in the field. A subtopic cross-reference facilitates movement between the various sections. (JG)

ED 106 910 EA 007 067
Warner, Fred S.

Citizens' Handbook on Washington Public School Administration and Finance. Revised.
Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date May 74

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Budgets, Educational Administration, *Educational Finance, Elementary Secondary Education, Expenditures, Federal Aid, Financial Support, Graphs, Guides, *Income, Laws, Operating Expenses, School Districts, School Funds, School Organization, *State Aid, *Tax Support

Identifiers—Washington State

This handbook on school finance is prepared to give the taxpayers of the state of Washington an overview of the financing and organization of the public schools, grades K-12. An attempt has been made to show in general terms where the revenues to support this segment of public education come from, how they are distributed to individual school districts, and the purposes for which they are expended. Included in this publication is a brief description of the school distribution formula, and how the amount of state and local funds distributed by this formula is calculated. (Author)

ED 106 911 EA 007 068
Barr, Richard H.

Expenditures and Revenues for Public Elementary and Secondary Education, 1972-73.

National Center for Educational Statistics (D-HEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.

Report No.—NCES-75-140

Pub Date 75

Note—30p.; A related document is ED 074 614; Not available in hard copy due to marginal legibility of original document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.60)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Attendance Services, Average Daily Attendance, Building Operation, Costs, *Educational Finance, *Elementary Secondary Education, Expenditure Per Student, *Expenditures, Federal Aid, Health Services, *Income, Public Schools, School Funds, School Maintenance, State Aid, *Statistical Data, Student Transportation, Tables (Data)

Compiled from annual reports submitted by the states, data on the total current expenditures (including expenditures as defined by P.L. 81-874 and P.L. 89-10) for elementary and secondary public education in the United States for 1972-73 is reported. Average daily attendance (ADA)

declined from 42.5 million to 42.2 million, or about .7 percent. Total current expenditures amounted to \$46.2 billion, averaging \$1,096 per pupil in ADA. Federal sources accounted for \$4.0 billion, or 8.8 percent of the total expenditures. State per-pupil expenditure ranged from \$595 (lowest) to \$1,689 (highest). Comparing percentage-by-expenditure category with 1964-65 data, the emphasis changes with less spent on instruction and related pupil services, while more is spent now on administration and fixed charges. Tables present complete expenditure and revenue data for all states and aggregate data for the United States. (Author/DW)

ED 106 912 EA 007 079
Year-Round Education Activities in the United States. Third Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Pub Date 75

Note—67p.; A related document is ED 089 443; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Educational Alternatives, Educational Innovation, Elementary Secondary Education, Extended School Year, *National Surveys, School Administration, *School Calendars, School Schedules, School Statistics, *School Surveys, *Tables (Data), *Year Round Schools

This booklet reports information gathered in a survey of year-round education activities in the United States and its outlying territories from July 1, 1974 through February 1, 1975, as reported by state and district education agencies. Tables 1-10 summarize various data for all the reported year-round programs, including number and types of operational programs, number of students affected, estimated distribution of students in operational programs, grade levels involved, purpose of programs, extent of curriculum changes, teacher contract effects, evaluation status, and funding sources. Table 11 compares selected data from this year's survey with similar data from 1972-73 and 1973-74. Most of the booklet consists of tables of data describing year-round programs in individual school districts on a state-by-state basis. (JG)

ED 106 913 EA 007 080
Gland, James R. Wildey, Carl A.

Custodial Management Practices in the Public Schools. Research Bulletin No. 19.

Association of School Business Officials, Chicago, Ill. Research Corp.

Pub Date 75

Note—48p.

Available from—Association of School Business Officials, 2424 West Lawrence Avenue, Chicago, Illinois 60625 (\$2.00, make checks payable to Association of School Business Officials)

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, *Building Operation, Data Analysis, Educational Facilities, Elementary Secondary Education, *Management Systems, School Administration, School Buildings, School Districts, *School Maintenance, *School Surveys

The purpose of this study was to gather information regarding custodial management practices in public schools of the United States. Much of the analysis is based on Gland's 1971 study of custodial programs in selected Indiana public schools. School district administrative personnel responsible for maintenance and plant operations were surveyed to determine the following: which of 75 custodial management practices were used in the district, which of the 75 practices were judged to be sound, why school officials judged certain practices to be sound, why school districts were not using certain practices that they judged sound, whether a relationship exists between union affiliation of custodial staff and use of sound custodial management practices, and whether a relationship exists between school district size and use of sound custodial management practices. (Author/JG)

ED 106 914 EA 007 081
Neal, Pamela

Compulsory Education: Keep, Change or Abolish?
Pub Date Apr 75

Note—9p.; Paper presented at the Annual Meeting of the National School Boards Association (35th, Miami Beach, Florida, April 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Attendance, *Career Education, Career Opportunities, *Child Labor Legislation, Dropout Prevention, Dropouts, Expulsion, Minority Groups, *School Holding Power, *Secondary Education

Identifiers—*Arizona, Mississippi

The existence of compulsory school attendance at the secondary level may help to assure school attendance for some students, but it does little to assure that any will learn. Both the laws requiring attendance and the basic high school programs offered in most states must be remodeled. Arizona's system provides a good example. Although Arizona's attendance laws require only that a child attend school through the eighth grade, most students stay through high school. A number of factors account for the schools' retention of students. One is the state's child labor laws that limit the number of available worthwhile jobs for youths under age 16. Another is the state's program of work-study courses, vocational education, and career education. It is hoped that a student's exposure to these kinds of courses and programs will help him set a personal goal or develop an idea of what he wants for the future. The state also has an extensive special education program for meeting the needs of students who have difficult learning experiences and who are prime candidates to become dropouts. Finally, societal pressure and self-respect help keep students in school until they have acquired enough education to enable them to be self-supporting and productive. (Author/IRT)

ED 106 915 EA 007 082
Procunier, Robert W.

Effective Student Grading and Progress Reporting.

Pub Date Apr 75

Note—8p.; Paper presented at the Annual Meeting of the National School Boards Association (35th, Miami Beach, Florida, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, *Achievement Rating, Elementary Secondary Education, Grades (Scholastic), Information Dissemination, *Parent Teacher Conferences, *Report Cards, *Student Evaluation, Student Participation, Teacher Role

Serious drawbacks can be cited for almost every form of student performance evaluation. The typical A-B-C-D report seldom tells anything really meaningful; the arguments against this system are many—unless you have straight A offspring. Written comments or reports are good if they tell, in a meaningful way, what the student is accomplishing in school. But teachers often lapse into clichés or vague generalizations, and the comments often reflect a teacher's personal reaction to the child, rather than a report of academic progress. The parent-teacher conference is valuable if it is well planned and conducted, and if sufficient time is allowed for the conference. One other point—all conferences should include the student as well as the parent and teacher. If a child is to grow socially, emotionally, and intellectually, he or she must participate in the evaluation of the process. During the last two years, our district has been moving toward an individualized curricular program. To make our reporting procedure more effective, we must add to our trait checklist, with comments, a summarization of the basic skills attained by each child. This tells the parent just what specific skills the child has acquired as a result of his school work. (Author/JG)

ED 106 916 EA 007 083
Pittman, Eric A.

How To Cope with the Transient Child.

Pub Date Apr 75

Note—6p.; Paper presented at the Annual Meeting of the National School Boards Association (35th, Miami Beach, Florida, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adjustment Counselors, Elementary Secondary Education, *Migrant Children, Migrant Welfare Services, Parent School Relationship, *Student Adjustment, Student Mobil-

ty, *Student Records, Transfer Policy, *Transfer Programs, Transfer Students, *Transient Children
 Identifiers—*Migrant Student Record Transfer System

The effects of a migratory existence on a child are sometimes deep and difficult to overcome. To overcome these problems in our district, we have used orientation by the principal, guidance persons, assistant principal, and/or teacher in an attempt to make the pupil feel wanted and worthwhile. We have also used meetings between the child's parents and the principal to enable parents to counsel their child and help him to adjust. A standard system and timetable of record forwarding could also help overcome many adjustment problems. In our district, migrant students are no longer absorbed into the regular school system. Instead they attend a new migrant student facility, which provides teachers, aides, dental care, eye examinations, a social worker, transportation, and other necessities. An answer to the records transfer problem was provided by the Migrant Student Record Transfer System in Little Rock. During the summer, our migrant facility serves "home-based" migrant children, who are out of the area during most of the regular school terms but return during the summer. (Author/JG)

ED 106 917 EA 007 084

Porter, John W.

The Challenge of Education—Accountability and Local Control.

Pub Date Apr 75

Note—20p.; Paper presented at the Annual Meeting of the National School Boards Association (35th, Miami Beach, Florida, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Board of Education Policy, *Board of Education Role, *Community Control, *Educational Accountability, Educational Assessment, *Educational Objectives, Educational Responsibility, Elementary Secondary Education, Governance, Management Systems, *Performance Based Education, School Community Relationship

Identifiers—Michigan Educational Accountability Model

Many educators react defensively to demands for student assessment, accountability, and so forth. Rather than being defensive, we must turn these challenges to our advantage. If I am responsible in my work, then I ought to also be accountable for my work. We must describe what schools are expected to accomplish and show publicly whether these expectations are being accomplished. An important assignment for any school board member is to understand and be able to hold school personnel accountable for executing the basic functions of elementary and secondary schools, consistent with ever-changing socioeconomic and technological conditions. Essentially, the Michigan Educational Accountability Model is a means whereby school boards, teachers, administrators, students, and parents can predetermine what they want to do at any educational level in any program and how they hope to get there. Although there have been many changes since the day of the "little red school house," the concept of local control of education is still important and should continue to be a cornerstone of public education. (Author/JG)

ED 106 918 EA 007 086

Smith, Vernon H.

Optional Alternative Public Schools.

Pub Date Apr 75

Note—7p.; Paper presented at the Annual Meeting of the National School Boards Association (35th, Miami Beach, Florida, April 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Alternative Schools, Community Involvement, *Decision Making, Educational Accountability, *Educational Alternatives, Educational Change, *Educational Objectives, Educational Programs, Elementary Secondary Education, *Experimental Schools, Open Education, Participant Involvement

The development of optional alternative public schools is based on four simple concepts: (1) in a democratic society people should have choices

about all important aspects of their lives; (2) different people learn in different ways; (3) learning in schools should not be isolated from the world outside the schools; (4) those closest to the action, the individual school, should have the biggest share in the decision-making. Optional alternative schools include open schools, schools-without-walls, continuation schools, multicultural schools, free schools, schools within schools, and the like. Whatever it is called, the alternative school has developed in response to needs within its community. Although each school is individual, most of them share all or most of the following characteristics: (1) the school provides an option for students, parents, and teachers; (2) it has as its reason for existence a commitment to be more responsive to some educational need within its community than the conventional schools have been; (3) it has a more comprehensive set of goals and objectives than its conventional counterpart; (4) it is more flexible, and, therefore, more responsive to planned evolution and change; and (5) it tends to be considerably smaller than conventional schools, particularly at the secondary level. (Author/IRT)

ED 106 919 EA 007 087

Slavick, Carol A.

Coping with Teen-Age Parents.

Pub Date Apr 75

Note—26p.; Paper presented at the Annual Meeting of the National School Boards Association (35th, Miami Beach, Florida, April 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Child Care Centers, *Parenthood Education, *Pregnant Students, Secondary Education, *Student Rights, *Unwed Mothers

In 1968 the California Education Code section on physically handicapped minors was amended to include pregnant girls. This change was intended to give school districts the responsibility and the funds to develop special classes or schools for teenage pregnant girls. This special class makes it possible to provide more educational materials, equipment, and interdisciplinary services. Adolescent pregnancy requires the services not only of educators, but also of health, welfare, and social agencies. A major defense of the program is the fact that refusing the pregnant girl the opportunity to complete her education is not only a denial of the girl's rights, it also damages both the girl and society through increasing her chances of unemployment, underemployment, and, thus, welfare and dependency. This paper describes the program components and implications of two programs operating in three districts on the San Francisco Peninsula. Although operated differently, the goals and objectives of the two programs are similar. Their major goal is to provide each pregnant student an opportunity to earn a high school diploma and to provide her with a marketable entry-level skill for postsecondary employment or further educational achievement. (Author/IRT)

ED 106 920 EA 007 088

Smith, Raymond C.

Discipline, Corporal Punishment, and Suspension.

Pub Date Apr 75

Note—16p.; Paper presented at the Annual Meeting of the National School Boards Association (35th, Miami Beach, Florida, April 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Civil Liberties, *Corporal Punishment, *Court Litigation, *Discipline, *Discipline Policy, Due Process, Elementary Secondary Education, Instructional Programs, Student Rights, Supreme Court Litigation, *Suspension

During the past decade, and especially since 1970, there have been great changes in the manner in which students are disciplined. The greatest single influence has not been the effort of enlightened educators or crusading boards of education, but rather change has taken place mainly as a result of decrees from our judicial system. A review of court litigation reveals that a student does not give up any of his rights when he enters the schoolhouse; that students are entitled to be heard and to receive due process; that when a student's rights are being protected, the school need not be afraid to act; and that continued judicial impact on education should be expected.

The best way to minimize the role of the courts in education is to eliminate violations of law and individual rights. This can be done by reviewing district policies and practices and by training administrators to use procedures that are both legally acceptable and administratively effective. As helpful as these administrative steps are, nothing helps avoid discipline problems as much as a good instructional program—especially one that is effective in helping those students who are furthest behind in reading and math. (Author/IRT)

ED 106 921 EA 007 100

Hammons, Abe L.

How to Evaluate Teachers on Performance.

Pub Date Apr 75

Note—10p.; Paper presented at the Annual Meeting of the National School Boards Association (35th, Miami Beach, Florida, April 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Board of Education Role, *Educational Accountability, Educational Environment, *Educational Responsibility, Elementary Secondary Education, Evaluation Methods, Expectation, *Performance Criteria, Personnel Evaluation, *Teacher Evaluation, Teacher Role
 Boards of education and professional educators have been charged with the responsibility for being accountable for the educational dollars. This involves designing and utilizing a model of accountability that would focus on staff development whereby each individual is cognizant of his assignment, areas that need improvement, and assured assistance from leadership in a constructive manner. Evaluation procedures should be approached with caution, all persons affected by the program should be involved, and sensitivity to the welfare of the individual should be stressed. (Author/MLF)

ED 106 922 EA 007 110

Holloway, Robert E. And Others

An Analysis of Articulation Programs.

Syracuse Univ., N.Y. Center for Instructional Development.

Pub Date Oct 74

Note—62p.; A Supplementary Paper to the Session Articulation Analysis: Secondary Schools and College Curriculum (Glens Falls, New York, October 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Articulation (Program), *College School Cooperation, Curriculum Planning, Educational Innovation, Educational Strategies, *Experimental Programs, Interinstitutional Cooperation, Post Secondary Education, *Program Coordination, *Program Evaluation, Secondary Education

Identifiers—New York, *Project Advance

This paper consists of six short articles concerned with different facets of student articulation programs and a brief background description of Syracuse University's Project Advance, an experimental effort to improve program articulation between the senior year of high school and the freshman year of college. The articles, which were prepared by staff members of Project Advance for a seminar on articulation analysis, include "A Review of Literature Related to Secondary/Post-Secondary Articulation: Cooperative Programs and Practices Linking Secondary and Post-Secondary Curriculum"; "An Investigation of Student Articulation Programs: A Design for a Study"; "Dissemination and Implementation of Project Advance: Factors Affecting Adoption"; "Two Issues in the Evaluation of Student Articulation Programs"; "The Evaluation of Project Advance: Theory and Practice"; and "Report of Grades: Distribution, Assignment, and Variance." (JG)

ED 106 923 95 EA 007 114

Combined Glossary: Terms and Definitions from the Handbooks of the State Educational Records and Reports Series.

National Center for Education Statistics (DHEW), Washington, D.C. Educational Data Standards Branch.

Pub Date 74

Note—298p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01389-4, \$5.25)

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—*Definitions, *Dictionaries, *Educational Administration, *Glossaries, Reference Books, *School Accounting, School Systems, State School District Relationship, Thesauri, Vocabulary

Identifiers—*State Educational Records and Reports Series

This glossary contains terms and definitions found in the handbooks of standard educational terminology that constitute the State Educational Records and Reports Series. By serving as a quick alphabetical reference to terms and definitions, it is intended to promote comparability and compatibility of recorded and reported educational information. Terms are presented in alphabetical order, followed by their definitions and a roman-numeral code that indicates which of the 11 handbooks contain each term and definition. Terms relating to subject-matter areas are referenced to the appendix, which is a reproduction of chapter 6 of the handbook, Standard Terminology for Curriculum and Instruction in Local and State School Systems. (Author/JG)

ED 106 924 95 EA 007 115
Financial Accounting System Based Upon NCES Revised Handbook II.

National Center for Education Statistics (DHEW), Washington, D.C. Educational Data Standards Branch.; Villa Park Community High School District 88, Ill.
Report No.—NCES-75-311
Pub Date Nov 73

Note—322p.; A related document is ED 081 103; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Computer Oriented Programs, Computer Science, *Data Processing, Educational Administration, *Educational Finance, Educational Technology, Elementary Secondary Education, Information Processing, *Management Information Systems, Program Design, *School Accounting, School Districts

Identifiers—National Center for Education Statistics, NCES Handbook II Revised

This publication describes the development and implementation of a school district financial accounting system based on the concepts and guidelines of the National Center for Education Statistics Handbook II, Revised. The system described was designed by school district personnel to utilize computer equipment and to meet the accounting and management needs of Community High School District 88 in Villa Park, Illinois. This detailed documentation of the District 88 system is intended to serve as a helpful example for other districts that wish to implement Handbook II, Revised, through the use of computers. (JG)

ED 106 925 95 EA 007 116
A Legislative History of the National Institute of Education.

National Inst. of Education (DHEW), Washington, D.C.
Pub Date 14 May 73

Note—250p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Educational Legislation, Elementary Secondary Education, *Federal Aid, *Federal Legislation, Higher Education, *History, Post Secondary Education, Research and Development Centers

Identifiers—*National Institute of Education

A collection of material documenting the establishment of the National Institute of Education includes congressional testimony, House and Senate versions of the bill, amendments to the law, messages from the president, and committee reports. (MLF)

ED 106 926 EA 007 117

Robbins, Wayne R. Whitaker, Donald
A Guide for Community School Advisory Councils.

San Diego County Dept. of Education, Calif. Center for Community Education.
Pub Date Apr 75

Note—94p.

Available from—Center for Community Education, Department of Education, San Diego County, 6401 Linda Vista Road, San Diego, California 92111 (\$2.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Administrator Role, *Advisory Committees, Annotated Bibliographies, Community Education, Community School Directors, *Community Schools, Educational Needs, *Guides, Objectives, Occupational Information, Post Secondary Education, Questionnaires, School Community Programs, Surveys

Community education addresses itself to the involvement of community people in decision-making processes. By opening the local school to all members of the community, determining its needs, wants, and problems, setting priorities, and then finding the appropriate delivery systems to address these issues, the concept is becoming a significant movement within society. The community school advisory council is a vital part of the total operation of a community school. Some specific duties are to keep the director informed, to recommend new programs, and to assist in planning programs, developing resources, and disseminating information. This guide is designed to help those interested in developing and maintaining an effective community advisory council. For use by the community school director and advisory council members, it has five parts: selection and organization of a community school advisory council, building a working relationship, first steps in implementation, maintaining interest, and supplemental information. Each section is organized so that the guide may be read from beginning to end, or the sections may be used individually. (DW)

ED 106 927 EA 007 118

Halbert, Susan J.

Student Evaluation of Teachers and Administrators. Oregon School Study Council Bulletin, Vol. 18, No. 8.

Oregon School Study Council, Eugene.

Pub Date Apr 75

Note—33p.

Available from—Oregon School Study Council, 124 College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50; Quantity discounts)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Bibliographies, *Educational Assessment, Educational Objectives, Educational Trends, *Program Design, Secondary Education, *Student Opinion, *Student Participation, Student Role, Student Teacher Relationship, *Teacher Evaluation, Teacher Improvement

Identifiers—*Client Centered Evaluation

In mid-1973, the Educational Research Service found that nearly one out of four districts surveyed had some form of student evaluation of teachers. Research indicates that informational feedback from students is an effective means of influencing teacher behavior—sometimes more effective than supervisory feedback. In considering student evaluation of teachers, the first issue is the purpose of the evaluation. The administration should also decide if it is going to consider only student evaluation of teachers or press for comprehensive client-centered evaluation. If a client-centered evaluation program is considered, Redfern recommends that clients be told how their evaluations will contribute to the overall evaluation program. Various recommendations for developing an effective client-centered evaluation program were made by Nation's Schools in April 1973 after surveying student evaluation practices from California to New Jersey. However, these recommendations are merely guideposts developed out of the experiences of others; each program must depend on its own constituency. Student evaluation of teachers is still only part of the total evaluation process. It all has to mesh to be effective. (Author/JG)

ED 106 928 EA 007 119

Channels for Changing Secondary Schools. A Report from the State Superintendent's Task Force on Secondary Education. Curriculum Administration Series. Publication No. 471.

North Carolina State Dept. of Public Instruction, Raleigh.

Report No.—SDPI-471

Pub Date Sep 74

Note—87p.; Photographs may reproduce poorly

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Adolescents, *Change Strategies, Citizen Participation, *Curriculum Development, Educational Accountability, *Educational Change, Educational Environment, Educational Facilities, Educational Finance, Educational Objectives, Finance Reform, *Governance, High School Curriculum, Humanization, *Secondary Education, Student Responsibility, Student Rights, Teacher Role

The North Carolina State Superintendent's Task Force on Secondary Education studied the status of North Carolina secondary education and made 65 recommendations. The recommendations are contained within the narrative that discusses the topics of specific progress toward relevancy, unmet educational needs, conditions for optimum learning supported by research, purposes of secondary education in historical perspective and current application, characteristics of adolescents in society emphasizing work experience and humanities, development of curriculum, changing role of the teacher and improvement of teacher-student relations, governance including student rights and citizen involvement, financing changes for reform, and improving facilities for flexible programs. Six education concepts are stressed: the school as an agent for social change, the need for community involvement and cooperation, humanizing the school, relevancy of courses, new programs through research and development, and needed improvements in finance. (Author/DW)

ED 106 929 EA 007 120

From Serrano to Serrano. Report No. FA.

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Report No.—R-FA

Pub Date Apr 75

Note—49p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$3.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Community Control, Community Services, *Court Cases, *Educational Finance, Educational Legislation, Elementary Secondary Education, Equalization Aid, *Fiscal Capacity, Government Role, School Law, *School Support, State Aid, State School District Relationship, *Tax Allocation

Identifiers—*Serrano v Priest

This report examines various school finance issues raised by the California case of Serrano v. Priest. Chapter 1 focuses on the issue of local control; it discusses four methods of providing state aid to education in terms of how they affect local control of schools. Chapter 2 analyzes different remedies for inequitable distribution of funds and considers the pros and cons of approaching the problem through the federal courts, state courts, or state legislatures. Chapter 3 discusses implications of the school finance question for the funding of other public services, such as police, fire, and water. Chapter 4 examines the root cause of the school finance problem—the disparities in property wealth that exist between different districts. (JG)

ED 106 930 EA 007 122

Projection Techniques for the Non-Statistically Inclined. Research Report No. 113.

Florida State Dept. of Education, Tallahassee.

Div. of Elementary and Secondary Education.

Report No.—RR-113

Pub Date Sep 74

Note—25p.; Reprint

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Data Analysis, Graphs, *Predictive Measurement, *Research Methodology, *School Statistics, *Statistical Analysis, *Statistical Data

This report briefly describes and analyzes several of the most frequently used techniques for depicting trends and making projections of education statistics. Each technique is described simply and nontechnically, with its uses and shortcomings, and a step-by-step analytical and graphic example and explanation. Projection techniques described include such methods as the freehand, semiaverage, average of period, moving average, least squares, ratio, and cohort-survival. (Author/JG)

ED 106 931 **EA 007 123**

Garber, Lee O. Hubbard, Ben C.

Law, Finance, and the Teacher in Illinois—A Handbook for Teachers, Administrators, and School Board Members. Second Edition.

Pub Date 75

Note—205p.

Available from—The Interstate Printers and Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois 61832 (\$4.95)

Document Not Available from EDRS.

Descriptors—Court Cases, Economic Factors, *Educational Finance, *Educational Legislation, Elementary Secondary Education, Government Role, Job Tenure, *Legal Responsibility, *School Law, School Systems, Teacher Certification, *Teacher Employment, Teacher Responsibility, Teacher Retirement

Identifiers—*Illinois

This book is intended to make Illinois educators aware of the legal and financial aspects of their job, so that they may avoid legal pitfalls and become more efficient practitioners of their profession. Based on the premise that legal and financial matters are only means to the end of providing quality education for all students, the authors stress the importance of the total educational process as a basis for understanding the law. Data for the authors' analysis were drawn primarily from court decisions, the U.S. Constitution, the Illinois state constitution, and statutes enacted by the General Assembly of Illinois. Separate chapters are devoted to discussion of education in the governmental structure, the purpose of public education, the Illinois public school system, legal status of teachers, teacher certification, teacher contracts, teacher tenure, teacher retirement, tort liability of school districts and school employees, miscellaneous statutory responsibilities, rights, and limitations of teachers, and financial facts that teachers need to know. (Author/JG)

ED 106 932 **EA 007 124**

DeSimone, Samuel

Year-round Education: A Workable Approach.

Pennsylvania School Boards Association, Inc., Harrisburg.

Pub Date 74

Note—154p.

Available from—Pennsylvania School Boards Association, 412 North Second Street, Harrisburg, Pennsylvania 17101 (\$3.50)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Career Education, *Curriculum Development, Educational Administration, Educational Alternatives, *Educational Change, Educational Development, Elementary Secondary Education, Extended School Year, *Guidelines, *Planning, Quarter System, Questionnaires, Trimester Schedules, *Year Round Schools

An overview of the planning and implementation problems based on the program in Butler, Pennsylvania, presents a wide range of topics concerning year-round education. concept. Questionnaires, data presentations, and planning suggestions present the implementation process. Using a question-and-answer style, many typical problems and concerns of parents, students, and teachers are treated. Practical suggestions, guidelines, and cautions are based on the notion that year-round schools are an economically prudent improvement of the educational program, facilitated by a change in attendance patterns utilizing school facilities all year. (DW)

ED 106 933 **EA 007 126****Planning Educational Environments.**

Vermont State Dept. of Education, Montpelier.

Pub Date 18 Jul 72

Note—113p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS**POSTAGE**

Descriptors—Architects, Architectural Barriers, *Educational Environment, Educational Specifications, *Facility Guidelines, *Facility Planning, *Facility Requirements, Financial Support, Policy, *School Construction, Site Development, State Departments of Education

Identifiers—Vermont

School buildings must not only be designed for today's educational programs, but must be structurally sound and adaptable to accommodate programs developed in the future. This publication is intended to provide school facility planners with

a source of information that will be of assistance to them in the planning process and to indicate methods for processing school construction projects. (Author/MLF)

ED 106 934 **EA 007 127****Capital Outlay Financing.**

Vermont State Dept. of Education, Montpelier.

Pub Date Jan 74

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS**POSTAGE**

Descriptors—*Capital Outlay (for Fixed Assets), Construction Costs, Construction Needs, Diaries, Educational Administration, Educational Facilities, *Educational Finance, Elementary Secondary Education, Facility Planning, *Facility Requirements, Financial Support, *State Aid, State Boards of Education, State Standards

The Vermont State Board of Education adopted a capital outlay program in February 1974, that requires local school districts to file short- and long-range facility needs plans based on Department of Education models. This document, excerpted from State Board of Education minutes, describes the minimum requirements for receiving state aid for school construction. Measures of needs, maximum eligible building costs, eligible costs or spaces, noneligible costs or spaces, alterations and additions, space allowance formulas, and basic unit cost increments eligible for state construction aid are described. (DW)

ED 106 935 **EA 007 128**

Meek Et. Al. v. Pittenger, Secretary of Education, Et. Al. Supreme Court of the United States. Appeal from the United States District Court for the Eastern District of Pennsylvania, No. 73-1765. Argued February 19, 1975—Decided May 19, 1975.

Supreme Court of the U. S., Washington, D.C.

Pub Date May 75

Note—51p.; Syllabus included

EDRS Price MF-\$0.76 HC-\$3.32 PLUS**POSTAGE**

Descriptors—*Ancillary Services, Court Cases, Elementary Secondary Education, Federal Court Litigation, *Instructional Materials, *Nonpublic School Aid, *Supreme Court Litigation, *Textbooks

The Commonwealth of Pennsylvania is authorized to provide children enrolled in non-public schools meeting compulsory attendance requirements "auxiliary service" (Act 194) and loans of textbooks (Act 195). Act 195 also provides for loans to nonpublic schools of "instructional materials and equipment." The auxiliary services include counseling, testing, psychological services, speech and hearing therapy, and service for exceptional, remedial, or educationally disadvantaged students. The instructional materials include periodicals, photographs, maps, charts, recordings, and films. The instructional equipment includes projectors, recorders, and laboratory paraphernalia. Petitioners brought this suit in the district court challenging the constitutionality of both acts. The district court upheld the constitutionality of the textbook loan provision of Act 195 violate the establishment clause of the First Amendment. (Author/DW)

ED 106 936 **EA 007 129****A Concept Paper for the School Practice and Service Program.**

National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.

Pub Date 24 Apr 75

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS**POSTAGE**

Descriptors—Decision Making, Diffusion, Educational Innovation, Experimental Programs, Federal State Relationship, *Information Dissemination, Information Services, Problem Solving, *Program Descriptions, *Program Design, Research and Development Centers, *Research Utilization, *State Federal Aid

This is a rationale and description for a dissemination program being developed by the School Practice and Service Division of the National Institute of Education. The document is

being circulated to solicit comments on the soundness of the proposed work. The proposed program constitutes a coordinated attempt to make information, products, skills, and resources derived from research and development and exemplary practice available to educational practitioners to facilitate their problem-solving in targeted areas. The program is a venture into uncharted areas in an attempt to build additional linkages between research and development and the operating system. The apparent semiisolation and alienation of the one group from the other has come from a number of causes, including the linear-change model implicit in past federal leadership and policies in supporting educational research and development and dissemination. The proposed goal, objectives, strategies, and underlying assumptions of the program are described, as well as the proposed design, its consumer information component, its research and development utilization component, and its assessment. (Author/IPT)

ED 106 937 **EA 007 130**

Leggett, Stanton

Processes of Planning. Spaces for Career Preparation: Document 2.

Michigan State Univ., East Lansing. Continuing Education Service.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Pub Date [73]

Note—27p.; A Michigan Career Education Facilities Project: Related documents are ED 084 665-667 and EA 007 131

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$4.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS**POSTAGE**

Descriptors—*Career Education, Educational Objectives, *Facility Planning, Futures (of Society), Manpower Needs, *Program Planning, School Community Cooperation, School Schedules, Secondary Education, Social Change, Space Classification

This document incorporates the findings of a project initiated to find solutions to the problems of planning, designing, constructing, and utilizing facilities to house career education. The first section in part reproduces scenarios forecasting experts' consensus of views about technological change by the years 1985, 2000, and 2025. Facilities for occupational training cannot exist independently of the educational program; an annotated outline of a career preparation plan illustrates the steps to take and the kinds of actions required to get a program operational in a community. The final section, planning career preparation facilities, considers calculating student time, defining the space necessary, describing the spaces requiring new construction or remodeling of existing spaces, obtaining community support, and the selection and duties of the planning team. (Author/MLF)

ED 106 938 **EA 007 131**

Blurock, William E.

Goals and Options. Spaces for Career Preparation: Document 1.

Michigan State Univ., East Lansing. Continuing Education Service.

Spons Agency—Michigan State Dept. of Education, Lansing. Vocational Education and Career Development Service.

Pub Date [31]

Note—20p.; A Michigan Career Education Facilities Project: Related documents are ED 084 665-667 and EA 007 130

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$3.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS**POSTAGE**

Descriptors—*Career Education, Community Involvement, Continuous Learning, *Educational Change, *Educational Objectives, *Educational Philosophy, *Educational Planning, Individualized Instruction, Job Placement, Leisure Time, Relevance (Education), School Community Cooperation, Secondary Education

This document is the first in a series that incorporates the findings of a project initiated to find solutions to the problems of planning, designing, constructing, and utilizing facilities to house career education. In the form of a loose

framework of concepts intended to stimulate thought and discussion about learning, school, and the right to work, the booklet discusses reasons for career education, goals, and the total learning process. Options and considerations are advanced for implementation. The concluding section summarizes some important attitudes that are prerequisite to changing the educational system. (Author/MLF)

ED 106 939 EA 007 132

Cleland, Wallace B., Ed.
New Tactics for Building: Experience/Analysis/Recommendations from the Detroit Public Schools Construction Systems Program.

Detroit Public Schools, Mich. Office of School Housing.

Spons Agency—Detroit Board of Education, Mich.; Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Jan 75

Note—140p.; Charts and graphs may reproduce poorly; Related documents are ED 070 202 and ED 071 201

Available from—Detroit Schools Center, Office of School Housing, 5057 Woodward Avenue, Detroit, Michigan 48202 (\$4.00; Make checks payable to Detroit Public Schools)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Bids, Component Building Systems, Construction Costs, *Construction Management, *Construction Programs, Contracts, Cost Effectiveness, Evaluation, Facility Planning, *Organizational Effectiveness, Performance Specifications, Responsibility, Scheduling, *School Construction, *Systems Approach
Identifiers—Construction Systems Program

This study is focused on organizational and procedural aspects of the Construction Systems Program (CSP), a developmental/demonstration project. The report is derived principally from practical observations by 42 active participants (architects, engineers, contractors, construction managers, owner's staff) in a four-school pilot program. Also included are diagrams that analyze (1) overall program organization, (2) document preparation, and (3) construction scheduling experience. Other graphs and tables plot construction cost experience. This report directs its research to the concerns of various categories of participants through four major phases of building: (1) design and organization, (2) documentation and bidding, (3) control of time and money, and (4) management of construction operations. Particular emphasis is given to problems of contractual relationships and professional responsibilities as influenced by the techniques of systems building. The report concludes with recommendations, particularly for owners utilizing the new methods. (Author/MLF)

ED 106 940 95 EA 007 133

Weatherman, Richard Dobbert, Daniel
A Field Centered Competency Based Education Model.

Minnesota Univ., St. Paul. Div. of Educational Administration.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Apr 75

Note—37p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Administrator Education, Bibliographies, Educational Anthropology, *Educational Assessment, Educational Objectives, Elementary Secondary Education, Individualized Instruction, Job Analysis, *Models, *Performance Based Education, *Program Development, Simulation, Special Education, Testing

This paper describes a model of field-centered competency-based education utilizing multidisciplinary methodology and individualized instruction. Although the model was developed as part of an administrative preparation program for special education administrators, it is a general model with potential for wider application. The model uses a multidisciplinary approach employing goal analysis, job analysis, and an anthropological study to develop instructional and assessment objectives. Assessment in the model involves domain-referenced pretesting and

posttesting and simulations of actual field conditions. Besides discussing examples of specific program procedures and implementation, the authors employ a systems approach to clarify the model's basic phases and components. (Author/JG)

ED 106 941 EA 007 134

Riles, Wilson

Educational Leadership in an Era of Accountability.

Pub Date 23 Feb 75

Note—7p.; Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Early Childhood Education, *Educational Accountability, Educational Administration, Educational Legislation, Educational Objectives, Elementary Secondary Education, *Leadership, *Master Plans, *Program Improvement, *State School District Relationship, Statewide Planning

Given the present economic situation, it is inevitable that more state legislatures and school boards will adopt a "cost accounting" attitude toward education. However, schools aren't factories, and using an industrial model for accountability doesn't work. To have a viable system of accountability, everyone who is concerned with education must be involved, including teachers, administrators, school boards, legislators, governors, parents, and students. But what must be done to make this all happen? The answer is leadership. Four years ago, the California Superintendent of Public Instruction appointed a high-level task force of experts in the field of child growth and development. The task force provided the basic philosophic guidance for development of an early childhood education program as well as many practical recommendations. Staff members of the State Department of Education were then assigned to develop a practical plan for implementation. Later, the completed master plan was taken to the State Board of Education, which adopted it as official policy. Ten months later, SB 1302, the Magna Carta of early childhood education, was passed. This early childhood education program is an example of leadership in an era of accountability. (Author/JG)

ED 106 942 EA 007 135

Sealey, Robert D.

Declining Enrollments: Implications.

Pub Date 23 Feb 75

Note—12p.; Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Community Involvement, Community Schools, *Educational Facilities, Elementary Secondary Education, Enrollment Influences, *Enrollment Trends, Facility Guidelines, Residential Patterns, *Student Enrollment

Identifiers—*Declining Enrollment

The superintendent of a suburban Seattle school district discusses four of the positive implications of declining school enrollments. First, the school enrollment trend is known. Second, there are going to be empty classrooms, which means that special programs that were slighted when facilities were crowded can now be adequately housed. Third, the need for outstanding leadership and planning may lead to creative approaches to meeting the district's needs. Fourth, and most important, declining enrollments can provide opportunities for things to happen that might otherwise never come about—in school programs, in community activities, in housing for groups that are financially burdened, and in community involvement in the schools. (Author/IRT)

ED 106 943 EA 007 136

Snyder, Milton L.

Optional Year-Round Plan in Prince William County, Virginia.

Pub Date 22 Feb 75

Note—6p.; Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Academic Achievement, *Board of Education Policy, Community Involvement, Economic Factors, Educational Administration, Educational Alternatives, *Educational Innovation, Elementary Secondary Education, *Extended School Year, *Program Evaluation, School Districts, *Year Round Schools
Identifiers—Prince William County, Virginia

In addition to the external pressures for a change in the school year, there are also pressures within the field of education that year-round schools may alleviate. In the 1960's, Prince William County faced the serious problem of rapid population growth, and today the school population continues to increase. In 1970, after considering alternative solutions to the problem, a staff committee recommended adoption of a 45-15 year-round plan. In 1974-75, five elementary schools, two middle schools, one kindergarten center, and one high school serve 7,200 students on a year-round basis. A comprehensive evaluation measuring economic, attitude, and achievement components of the Prince William year-round program was conducted by outside research organizations. Last April, the school board supported the continued study of year-round schools as a viable alternative to space and program needs. In any area where year-round schools have been requested, formal studies will be undertaken first. A plan for community involvement has become an essential element of any educational innovation in our school district. Although there may be economic and social benefits of year-round plans, it is our belief that the educational benefits must outweigh any other reasons. (Author/JG)

ED 106 944 EA 007 137

Wilson, Charles F.

The Case For and Against Tenure.

Pub Date 23 Feb 75

Note—7p.; Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Academic Freedom, *Collective Bargaining, Due Process, Elementary Secondary Education, *Teacher Employment, *Tenure

To fulfill their basic role as instructional leaders of young people, teachers need the degree of freedom that tenure guarantees. To assure optimal educational experiences for these same young people, school directors and administrators need more effective ways than current tenure laws provide. To reconcile these needs, state legislatures should modify their tenure laws so that each tenured professional is thoroughly evaluated every three, four, or five years under a system of "cyclical, periodic, or renewable tenure." The system should feature contracts that incorporate basic accountability elements so that a builtin evaluation plan is to be used during and at the end of the contractual period. Dismissal during the contract period would require whatever tenure proceedings now exist; dismissal at the end of a contractual period would require adherence to due process only. This tenure modification would afford the necessary protection to teachers and at the same time enhance the general quality of our public educational programs by (1) requiring periodic comprehensive evaluations of teaching performance based on stated, contractual objectives, and (2) providing school directors and administrators with greater flexibility in dismissing the incompetent. (Author/IRT)

ED 106 945 EA 007 138

Morris, J. B.

Religion in the Public School Curriculum.

Pub Date 23 Feb 75

Note—7p.; Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cultural Enrichment, Elementary Secondary Education, *Ethical Instruction, *Religion, *State Church Separation
Identifiers—*Academic Religion

The primary purpose of academic instruction in religion in the public schools is to inform children

about religion rather than to indoctrinate them. When the study of religion is presented objectively as part of a secular program of education, there are no legal barriers. Now that the Supreme Court has settled the debate about what can and cannot be done, the major question facing the schools is whether they desire to design and implement religion in their curriculum. If it is determined that religion is to be included, it may be approached through special courses, units within courses, or enrichment activities. (Author/IRT)

ED 106 946

EA 007 139

Coats, William D.
Accountability in Education—The Kalamazoo Plan.
Pub Date 22 Feb 75
Note—25p.; Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Accountability, *Administrator Evaluation, Boards of Education, *Educational Accountability, Educational Assessment, Elementary Secondary Education, Performance, Performance Criteria, Personnel Evaluation, *Principals, Salaries, Salary Differentials, *Superintendents, *Teacher Evaluation

Identifiers—Kalamazoo Public Schools, Michigan
Evaluation of professional staff is one aspect of the comprehensive accountability model operating in the Kalamazoo schools. This model also includes minimum objectives for all students at all grade levels in all courses, as well as objectives relating to academic excellence and career preparation. The specific personnel accountability systems used to evaluate the positions of superintendent, administrators, and instructional staff members are presented here. The performance profiles used in personnel evaluations consist of a ratings component and a performance objectives component. The ratings are provided by others who work with the person being evaluated. For instance a senior high school principal is rated by an assistant superintendent; the director of secondary instruction; teachers; other directors, supervisors, and/or coordinators; his building administrative staff; resource people; and himself. The performance objectives are mutually acceptable to the administrator being evaluated and to his immediate superordinate. The evaluation of teachers is somewhat different from that of administrators. The teacher performance profile is composed of student ratings, principal ratings, peer ratings, self-ratings, and student achievement data. In some cases, parent ratings are also used. (Author/IRT)

ED 106 947

EA 007 140

Coelho, Robert J.
Administrative Team Approach—Development and Implementation.
Pub Date 22 Feb 75

Note—21p.; Paper presented at the Annual Meeting of the American Association of School Administrators (107th, Dallas, Texas, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Administrative Organization, Change Agents, Change Strategies, *Contingency Management, Decision Making, Educational Planning, Elementary Secondary Education, *Management Systems, Models, Organizational Change, *Organizational Development, Problem Solving, *School Organization, Systems Analysis, *Team Administration, Team Training, Teamwork

Under current societal conditions in which the environment and the economy are neither stable nor permissive, homeostatic organizations are in extreme danger of being modified, controlled, or extinguished by outside forces. It is no longer a question whether management change should take place in order to keep organization renewal processes at work, but how management is going to change and how this change is going to be controlled. For this reason, it is necessary to take another look at the school as an organization and to examine the organization in light of its systems, its organization goals and problems, its management processes, and the skills and abilities required to keep the organism adaptive and in a state of readiness for contingency management. Against this background, a procedure or set of techniques used in developing and implementing

a management (administrative) team in a small, conservative New England school district is presented. Topics covered include self-assessment—organization diagnosis, central management team's goals for the system, third-party consultants, management training, management development, problem-solving, advocacy levels, temporary systems, time for meetings and modes of operation, and assumptions in the developmental team model. (Author/IRT)

ED 106 948

EA 007 141

Srivastava, R. D.
Innovation in Management of Primary School Construction—A Case Study. Educational Building Report 3.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
Pub Date 74

Note—73p.; Photographs may reproduce poorly.
Available from—Unipub, Box 433, Murray Hill Station, New York, New York 10016

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Building Materials, Building Plans, Case Studies, Component Building Systems, Construction Costs, *Construction Management, Construction Programs, Cost Effectiveness, Elementary Education, Facility Requirements, Models, *Prefabrication, *Rural Schools, *School Buildings
Identifiers—*India

The Central Building Research Institute (CBRI) is one of the national laboratories of India's Council of Scientific and Industrial Research. CBRI has applied the techniques of partial prefabrication to school building programs in Uttar Pradesh, the state having the largest population in India. The plan provides that the elements of a basic shelter—foundations, supporting columns and a roof—be furnished in places where primary schools are needed. The local community is to provide the wall panels, windows, doors, and floor, using local materials and at its own expense. The criteria for the design of the prefabricated elements included (1) simplicity in assembly, (2) ease of transport using lorries or bullock carts, and (3) weight low enough to permit easy handling. This case study details the school designs and the development of the organizational structure to meet the total building program for 5,000 or more schools in a period of three years. (Author/MLF)

ED 106 949

EA 007 142

Banta, Trudy W.
Evaluation of the Knox County Extended School Year Program 1974-75.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.

Spons Agency—Knox County Schools, Knoxville, Tenn.
Pub Date Mar 75

Note—239p.; Portions of appendix may reproduce poorly

Available from—Bureau of Educational Research and Service, 212 Claxton Education Building, University of Tennessee, Knoxville, Tennessee 37916 (\$6.00)

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Community Attitudes, Curriculum Development, *Curriculum Evaluation, Educational Assessment, Educational Finance, Educational Objectives, Elementary Secondary Education, *Extended School Year, Middle Schools, Organization, Program Effectiveness, *Program Evaluation, *Student Attitudes, Summer Schools, *Teacher Attitudes, Year Round Schools
Identifiers—*Knox County, Tennessee

Evaluation questionnaires were administered to more than 92 percent of the professional staff associated with the Knox County Extended School Year (ESY) Program during the summer and fall of 1974 and to more than half of the students enrolled in the summer trimester, along with a random sample of 10 percent of the students enrolled in October 1974. Interviews were conducted with a small sample of teachers at each ESY school to verify findings. More than two-thirds of the primary, middle, and high school student respondents liked the ESY program. The most favorable attitudes were expressed by summer trimester and primary-level students. Majorities of teachers at all levels favored ESY;

however, approval was much greater among those who were involved in formulating objectives and writing curriculum modules. Teachers not involved in the curriculum development considered their initial orientation insufficient and their understanding of program objectives somewhat inadequate. Administrators and supervisors expressed a feeling of achievement and satisfaction from their work. A sampling of voter opinion in the community indicated that the program of general information concerning ESY was very effective. (Author/IRT)

ED 106 950

EA 007 143

Seaton, Richard W.
Architectural Simulation: A Mini-bib. Exchange Bibliography No. 200.

Council of Planning Librarians, Monticello, Ill.
Pub Date Jul 71

Note—8p.
Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Architectural Programming, *Architecture, *Bibliographies, *Models, *Simulation

If the profession of architecture is to become knowledge-based, architectural variables as stimuli must be amenable to simulation that is cheap, flexible, transportable, reduced in size, and valid in terms of responses elicited by "real" construction. Forty-four publications relating to these considerations are listed in this bibliography. (Author/MLF)

ED 106 951

EA 007 144

McVeigh, Thomas
Social Indicators: A Bibliography. Exchange Bibliography No. 215.

Council of Planning Librarians, Monticello, Ill.
Pub Date Sep 71

Note—47p.
Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$4.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Information Systems, Models, Publications, *Reference Materials, Social Characteristics, Social Factors, Social Welfare, *Sociocultural Patterns, *Sociometric Techniques, *Surveys
Identifiers—*Social Indicators

This annotated bibliography lists a variety of publications dealing with the general subject of social indicators. Entries are organized into a number of separate sections dealing with such topics as relevant legislation; general information surveys; health, education, and welfare surveys; mental health surveys; natural resources surveys; housing and urban development surveys; specific aspects and problems of social indicators; partial systems of social indicators; general systems of social indicators; and societal models. Within each section, citation are listed alphabetically by author's name. A short appendix presents an unannotated list of publications cited as references in one or more of the publications included in the annotated entries. (JG)

ED 106 952

EA 007 145

Ray, William W.
A Bibliography of Dissertations, Theses, and Theses Alternatives in Planning: 1965-1970. Exchange Bibliography No. 220.

Council of Planning Librarians, Monticello, Ill.
Pub Date Sep 71

Note—74p.
Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$7.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Bibliographies, City Planning, *Doctoral Theses, *Graduate Study, Higher Education, *Masters Theses, *Planning, Research, Social Planning

This extensive bibliography contains a listing of 1,095 research topics completed by graduate students in the field of planning during the period 1965-70. Citations are organized into separate sections for dissertations, theses, and thesis alternatives. Within each section, entries are listed alphabetically by author's name. Data for the bibliography were obtained through question-

naires mailed to every graduate department of planning listed in the publication, Education and Career Information for Planning and Related Fields: January, 1971. The number of dissertations, theses, and thesis alternatives from each institution is listed in Table 1. (Author/JG)

ED 106 953 EA 007 146

Bolton, Charles K. Lenz, Donald W.

A Selected Bibliography on Planned Change and Community Planning Practice: Making Things Happen. Exchange Bibliography No. 224.

Council of Planning Librarians, Monticello, Ill.

Pub Date Sep 71

Note—23p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$2.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, Change Agents, Change Strategies, *Community Change, *Community Planning, Higher Education, *Planning, Publications, *Reference Materials, Research

This bibliography is designed for students of planned community change, practitioners concerned with the redefinition of the planning profession, and local citizens involved in the change process. The authors do not consider the bibliography exhaustive, but rather developmental, outlining the application of planned-change theory and method to the practice of community planning. The bibliography has three sections: The Community—Conceptual Background; The Community—Processes for Effecting Change; and The Community—Individuals, Groups, and Organizations. The first section deals primarily with the various meanings of community, and with the framework and theory of creating change in community. The second section is concerned with an examination of the "how to" of community change. Emphasized are processes of community research, organization, and action, and basic individual-community interactions. The third section has three parts: Individuals, Groups, and Organizations. Here, attention is given to the specific human elements of community and their interaction. Within each section and subsection, citations are listed alphabetically by author's name. (Author)

ED 106 954 EA 007 147

Mazzotti, Donald F.

Advocacy Planning - Toward the Development of Theory and Strategy. Exchange Bibliography No. 241.

Council of Planning Librarians, Monticello, Ill.

Pub Date Nov 71

Note—10p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, *Change Agents, *Change Strategies, Citizen Participation, *City Planning, Community Planning, Higher Education, *Planning, Publications, Reference Materials, Social Planning

Identifiers—*Advocacy Planning

This bibliography lists publications relevant to the topic of advocacy planning, with a view toward encouraging and facilitating initial or staging research in that policy area. Entries are organized into separate sections for articles in professional journals, books, articles in contemporary periodicals and newsletters, articles in legal periodicals, reports and studies, and proceedings and conferences. Within each section, citations are listed alphabetically by author's name. (Author/JG)

ED 106 955 EA 007 148

Ehrer, Charles N.

Integrative Forecasting: Literature Survey. Exchange Bibliography No. 252.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jan 72

Note—67p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$6.50)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Bibliographies, City Planning, Decision Making, *Futures (of Society), Higher

Education, *Planning, *Policy Formation, *Prediction, Predictive Measurement, Publications, Reference Materials, Systems Approach Identifiers—*Forecasting

This bibliography surveys the literature in the developing field of forecasting, which incorporates policy-formation, planning, decision-making, and the policy sciences in general. Entries are organized into five separate sections. The first section, Alternative Futures, surveys the general literature on the future, including many historical references. The second section, Policy-Making, includes some of the best introductions to how futures-inputs might be incorporated into the policy-making process. Section 3, Planning, covers both the academically oriented and new, systems-oriented approaches to urban planning. The fourth, Forecasting Techniques, covers many of the methodological issues involved in forecasting and futures-planning. The final section, Selected Forecasting Techniques, is a partial listing of techniques that might prove useful for urban planning and management purposes. Within each section, citations are listed alphabetically by author's name. (Author/JG)

ED 106 956 EA 007 149

Pierce, Milo C.

Participation in Decision-Making: A Selected Bibliography. Exchange Bibliography No. 258.

Council of Planning Librarians, Monticello, Ill.

Pub Date Feb 72

Note—17p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, *Decision Making, Elementary Secondary Education, Higher Education, Participation, *Student Participation, *Teacher Participation

Employee participation literature spans well over three decades, while only in the past few years has the literature on student participation begun to accumulate. Unfortunately, much of the student participation literature is made up of opinion articles on whether to encourage participation, and the relatively few empirical investigations available usually consists of descriptive reports of the perceptions and preferences of students, faculty, or administrators. Consequently, a review of the general literature of participatory decision-making may not only improve group decision-making practices in education but may also suggest viable avenues of hard research on which these practices may be soundly based. The references in this bibliography, selected primarily from the fields of business, education, psychology, and sociology, focus on employee, faculty, and student participation. Participation in decision-making is identified as the involvement of subordinates in the decision-making processes within a given formal organization. Special attention has been given to nearly all theoretical and research studies available in English. Some opinion literature and committee reports have been included because of their theoretical or planning value, but most have been excluded. (Author)

ED 106 957 EA 007 150

Taylor, D. R. F.

Bibliography on Computer Mapping. Exchange Bibliography No. 263.

Council of Planning Librarians, Monticello, Ill.

Pub Date Feb 72

Note—38p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$3.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Atlases, *Bibliographies, *Computers, *Electronic Data Processing, *Maps Identifiers—*Cartography, Computer Mapping

Computer mapping is part of the larger field of computer graphics and is an extremely important development in cartography. It is not, however, synonymous with automated cartography. Computer mapping involves the synthesis of a base map of an area with selected information about that area. The result is a series of maps that give a geographical representation of the information involved. Any information that has spatial significance can be mapped and illustrated, compared, aggregated, manipulated, and analyzed by

a variety of programs. The base map has to be prepared in a conventional manner and the data collected in a similar fashion. The base map, however, need only be a sketch of the outline of the study area plus the zones or points on which data has been collected. This can be at any scale, but it has to be accurate, as the final computer map will reflect the accuracy of the initial base. This bibliography draws its material from a wide number of journals but does not claim to be comprehensive, as this is a rapidly expanding field. (Author/IRT)

ED 106 958 EA 007 151

Barr, Charles W.

The School in the Urban Comprehensive Plan: A Partial Bibliography. Exchange Bibliography No. 264.

Council of Planning Librarians, Monticello, Ill.

Pub Date Feb 72

Note—40p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$4.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Community Development, Community Planning, Educational Finance, Elementary Secondary Education, Facility Planning, *Planning, *School Community Relationship, *School Planning, *Site Analysis, Site Selection, Urban Environment, *Urban Schools

This partial bibliography stresses urban and school planning concepts that influence community physical development and its financing. It is not concerned with the busing of children as a policy, nor with curriculum matters, racial issues, or even school building design, except as they are related to site qualifications. Reports of city planning commissions on surveys of school facilities and projected needs are omitted, for the most part, as are school board studies of school programs, facilities, and staff organization. The intent is to include articles and books that, collectively, will give a historical perspective to planning concepts evolved by both urban planners and school planners. The thirteen sections of this partially annotated bibliography cover cooperation between city planning agencies and school agencies; background and general works; population consideration; school-community educational relationships; school-community financial relationships; school districts; school size; school types; architectural, curriculum, and site relationships; general articles on sites; school-park sites; site planning; and site standards. (Author/IRT)

ED 106 959 EA 007 152

Mitchell, Bruce Mitchell, Joan

Benefit-Cost Analysis: A Select Bibliography. Exchange Bibliography No. 267.

Council of Planning Librarians, Monticello, Ill.

Pub Date Mar 72

Note—46p.

Available from—Council of Planning Librarians, P.O. Box 229, Monticello, Illinois 61856 (\$4.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Bibliographies, City Planning, *Cost Effectiveness, Interest, *Planning, Recreation, Regional Planning, Resources, *Theories, Transportation, Water Resources

The purpose of this bibliography is to present a range of sources that will provide guidelines to both theoretical and applied aspects of benefit-cost analysis. The bibliography is divided into two principal sections, with subsections and categories in each. The first section, entitled Background, provides introductory and conceptual references to the technique. The first subsection (Benefit-Cost Analysis) has categories of introduction, background, discounting and interest rates, and further considerations. The following subsection (Cost-Effectiveness Analysis) has categories of introduction and application. The second, or Applications section, includes six subsections covering problems of interest to planners: (1) regional planning and resources management, (2) urban, (3) transportation, (4) human resources, (5) recreation, and (6) water. (Author/MLF)

ED 106 960 EA 007 153

Mitchell, Bruce

Fluoridation Bibliography: Referendums, Public Participation in Decision-Making, and

Methodologies for Attitude Perception Studies.
Exchange Bibliography No. 268.
Council of Planning Librarians, Monticello, Ill.
Pub Date Mar 72

Note—28p.
Available from—Council of Planning Librarians,
P.O. Box 229, Monticello, Illinois 61856
(\$2.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Attitudes, *Bibliographies, Citizen Participation, *Conflict, Decision Making, Dental Health, Public Health, *Utilities, *Water Resources

Identifiers—Canada, *Fluoridation

This bibliography has been compiled as a result of a large study focusing on the behavioral aspects of fluoridation within a Canadian context. The bibliography is divided into three sections. The first section, entitled Background, presents a variety of references that provide insights into the debates about fluoridation in the United States and other nations. The Behavioral Aspects section contains references of two basic types: (1) articles by behavioral and social scientists that consider the perceptions, attitudes, and behavior of people, implicitly or explicitly, in regard to fluoridation of public water supplies; and (2) a number of articles that describe the behavior of people in various fluoridation issues. The third section, Canadian Aspects, attempts to provide sources that document the diffusion of fluoridation in Canada as well as associated discussions and debates. (Author/MLF)

ED 106 961 EA 007 154
Brown, Ruth E.

Community Action Programs: An Annotated Bibliography. Exchange Bibliography No. 277.
Council of Planning Librarians, Monticello, Ill.
Pub Date Apr 72
Note—39p.

Available from—Council of Planning Librarians,
P.O. Box 229, Monticello, Illinois 61856
(\$3.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Community Action, *Comparative Analysis, *Federal Programs, *Poverty Programs

Although the Economic Opportunity Act of 1964 (EOA) created other programs, the most controversial one, and the one with which the antipoverty program came to be identified, was the Community Action Program (CAP). This bibliography covers materials about the formation and operation of Community Action Agencies themselves, usually involving such matters as participation of the poor, characteristics and activities of board members, and the impact of CAP on the community. It does not include studies of specific substantive programs such as Headstart, Family Planning, or Legal Services, or of business management or evaluation procedures themselves. It offers fairly complete coverage of the mass circulation magazines, academic journals, government documents, and contracted research reports. Most of the listings include a brief summary of procedures and conclusions. (Author/MLF)

ED 106 962 EA 007 155
Padbury, Peter Wilkins, Diane

The Future: A Bibliography of Issues and Forecasting Techniques. Exchange Bibliography No. 279.

Council of Planning Librarians, Monticello, Ill.
Pub Date Apr 72
Note—104p.

Available from—Council of Planning Librarians,
P.O. Box 229, Monticello, Illinois 61856
(\$10.00)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Bibliographies, *Environmental Education, *Environmental Research, *Futures (of Society), *Prediction, Predictor Variables
Identifiers—Canada

This bibliography was prepared for a series of courses offered by the Department of Man-Environment Studies at the University of Waterloo. It contains references both to forecasting techniques and to some of the issues likely to be important over the next few decades. Each reference has been put under a broad general category. An asterisk indicates the "descriptor field." Descriptors were derived from the title of

the book or article, the entries on the subject card in the library subject catalog, and in some cases the table of contents of the book. (Author/MLF)

ED 106 963 EA 007 156
Wellman, Barry Whitaker, Marilyn

Community-Network-Communication: An Annotated Bibliography. Exchange Bibliography No. 282-283.

Council of Planning Librarians, Monticello, Ill.

Pub Date May 72

Note—140p.

Available from—Council of Planning Librarians,
P.O. Box 229, Monticello, Illinois 61856
(\$14.00)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Communication (Thought Transfer), *Community, Community Characteristics, Community Involvement, Futures (of Society), *Interpersonal Relationship, Neighborhood, *Networks, Socioeconomic Status, Sociology, Urban Environment

This annotated bibliography contains items concerned with the impact of communications on networks of primary relationships and their organization into communities. Part of the bibliography was compiled by a systematic search of key sociological journals of the past decade. The material is organized into numbered sections, with the three main headings being Community, Network, and Communication. There are two other subdivisions under the main headings. After each set of annotations a cross-reference list is provided to other works that are annotated elsewhere in the document. An alphabetical author and title list concludes the bibliography. (Author/MLF)

ED 106 964 EA 007 157
Tudor, Dean

Planning-Programming-Budgeting Systems: Revised Edition Including Exchange Bibliographies No. 121 and No. 183. Exchange Bibliography No. 289.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jun 72

Note—30p.

Available from—Council of Planning Librarians,
P.O. Box 229, Monticello, Illinois 61856
(\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Bibliographies, Government (Administrative Body), *Management Systems, Planning, *Program Budgeting, Resource Allocations, *Systems Approach

This bibliography is intended to inform administrators of the availability and wide scope of programming-planning-budgeting systems (PPBS) and their applications. The basic objectives of PPBS are: (1) to define jurisdictional objectives clearly and to relate them to defined needs and goals; (2) to stimulate the indepth analysis of all existing and proposed new programs in terms of their costs and benefits; (3) to link the planning and budgeting process through the annual review of multiple year plans; (4) to measure actual and planned performance; and (5) to provide a systematic way of integrating all these elements to arrive at a more effective system for the allocation and management of resources. (Author/MLF)

ED 106 965 EA 007 158
Canter, David

People and Buildings—A Brief Overview of Research. Exchange Bibliography No. 301.

Council of Planning Librarians, Monticello, Ill.

Pub Date Aug 72

Note—32p.; Paper presented at the Annual Meeting of the British Psychological Society Occupational Psychology Section (Warwick, Great Britain, March 1972)

Available from—Council of Planning Librarians,
P.O. Box 229, Monticello, Illinois 61856
(\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Architectural Research, *Bibliographies, *Buildings, Environmental Research, Human Engineering, Perception, Problem Solving, *Psychology, Space Utilization

This bibliography and paper provide a brief overview of empirical studies that attempt to

apply the insights of modern psychology to architecture. Items are discussed under headings of scientific research, methodology, perceptual studies, the use of space, interpersonal distance, personality development, learning, decision-related research, and problem-solving. (Author/MLF)

ED 106 966 EA 007 159
Mazziotti, Donald F.

Advocacy Planning: A Selected Bibliography. Exchange Bibliography No. 323.

Council of Planning Librarians, Monticello, Ill.

Pub Date Sep 72

Note—16p.

Available from—Council of Planning Librarians,
P.O. Box 229, Monticello, Illinois 61856
(\$1.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliographies, *City Planning, *Clinical Experience, *Regional Planning, Universities

Identifiers—*Advocacy Planning

Clinical advocacy programs offer educational potential to the planning student and service to the community in a context somewhat broader than attending public hearings on issues that have either already been decided or offer no opportunity for meaningful input by planning students. More specifically defined advocate planning strategies have been developed by advocacy planning efforts in recent years. This bibliography provides a fairly comprehensive listing of articles on advocacy since 1965, with the inclusion of additional references to the literature since 1971. The bibliography also incorporates articles on advocacy from fields related to urban and regional planning, that is, social work, architecture, geography, and law. (Author/MLF)

ED 106 967 EA 007 160
Petty, Robert M.

The Optimal Size for Discussion Groups. Exchange Bibliography No. 378.

Council of Planning Librarians, Monticello, Ill.

Pub Date Mar 73

Note—21p.

Available from—Council of Planning Librarians,
P.O. Box 229, Monticello, Illinois 61856
(\$2.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, City Planning, *Discussion Groups, *Group Dynamics, *Group Relations, *Organization Size (Groups)

Many variables relate to the successful functioning of groups, but one that is fundamental is the size of the group. Part 1 of this bibliography includes a selection of studies from small-group research in experimental social psychology. Part 2 of this report represents an attempt at a rigorous review of the feelings of clinicians and counselors regarding the desired size for groups. (Author/MLF)

ED 106 968 EA 007 161
Burg, Nan C.

Fiscal Management and Planning for Local Governments: A Selected Bibliography of Recent Materials. Exchange Bibliography No. 357.

Council of Planning Librarians, Monticello, Ill.

Pub Date Jan 73

Note—32p.

Available from—Council of Planning Librarians,
P.O. Box 229, Monticello, Illinois 61856
(\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Bibliographies, *City Planning, Financial Needs, *Financial Policy, *Fiscal Capacity, *Local Government

The traditional pattern of local government finances has been changing rapidly in recent years. Population shifts toward massive centralization in cities and metropolitan areas have resulted in increased demands for local government services at a time of decreased local government incomes—all this complicated by inflated costs of manpower and services. This bibliography tries to put in order some of the literature available on the nature and background of the urban fiscal crisis and to show some of the suggested solutions. (Author)

ED 106 969 EA 007 164

Ongiri, David O.

School and Home Communication: A Guide for Parents and Teachers.

Pub Date 73

Note—40p.

Available from—David O. Ongiri, 233 Herr Avenue, Millersville, Pennsylvania 17551 (\$1.75, Quantity Discounts)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Achievement, *Communication (Thought Transfer), *Elementary Secondary Education, *Evaluation Methods, *Grades (Scholastic), *Guides, Models, Parent School Relationship, *Parent Teacher Conferences, *Report Cards, Reports, *Student Evaluation, *Student Records

This pamphlet has been developed as a practical guide for educators and parents interested in understanding as much as possible about reporting student progress to the home. It includes different reporting systems, contents of reports, and sources for reporting to parents. The conclusion includes a model reporting plan, which may be especially useful to parents and teachers interested in improving their school district's reporting system. The primary theme is that open two-way communication between home and school is the most important ingredient in a satisfactory reporting plan. This idea is carried through the discussions, allowing parents and teachers access to many reporting ideas beyond the traditional report card. (Author)

ED 106 970 EA 007 165

Gillis, Fred D., Jr.

Toward Effective Change in an Elementary School: A Case Study of Some Positive Results of Court-Ordered Change.

Pub Date Jul 75

Note—132p.; Submitted in partial fulfillment of Ph.D. Requirements, Walden University

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Case Studies, Change Agents, *Change Strategies, Changing Attitudes, Educational Alternatives, Educational Change, Elementary Education, Integration Effects, Interpersonal Relationship, Leadership Styles, Models, Organizational Change, *Racial Integration, School Environment

This study describes the systematic efforts of the faculty of Dearington Elementary School, Lynchburg, Virginia, to examine needs for change, study alternatives, and adopt and implement change strategies to meet identified needs following court-ordered integration in 1970. Chapter 1 provides a change model and consolidates case data. Chapter 2 presents basic assumptions related to leadership styles and effects of teacher and parent attitudes on change. Chapters 3 and 4 present the collected data from testing the assumptions through observation, interviews, questionnaires, and surveys. Conclusions reported in Chapter 5 suggests the importance in the change process of developing close interpersonal relationships, maintaining a warm and accepting school environment, increasing pupil responsibility, and directing attention toward developing parent knowledge and support. (Author/DW)

ED 106 971 EA 007 166

Maximum Salaries Paid Substitutes, Adult Education, Extended Day, and Summer Session 1974-1975.

California Agency for Research in Education, Burlingame.

Report No.—CARE-Doc-24

Pub Date Feb 75

Note—61p.

Available from—California Agency for Research in Education, P.O. Box 4346, Burlingame, California 94010 (\$2.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Adult Education, Elementary Secondary Education, *Salaries, Salary Differentials, *Substitute Teachers, *Summer Schools, *Surveys

This document gives information about maximum rate of pay for substitutes, adult education, extended day programs, and summer school programs, based on the Annual Survey of Certificated Salaries, Salary Schedules, and Salaries Paid Teachers for 1974-1975, conducted by the

California Agency for Research in Education. This survey covered districts representing approximately 97.0 percent of the average daily attendance of the state for 1973-74. (Author/DW)

ED 106 972 EA 007 167

Miles, Matthew B. Lake, Dale G.

Communication Networks in the Designing and Starting of New Schools.

Pub Date Apr 75

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Alternative Schools, Communications, *Educational Alternatives, *Educational Planning, Information Dissemination, *Information Sources, *Social Planning

Growing dissatisfaction with the linkage of educational research and development information and products to actual school classroom procedures has motivated many researchers and practitioners to uncover new linkage systems. Among the new approaches suggested is that of building on already existing communication networks in schools and across the country, attempting to channel information into these informal networks in a manner and shape more readily useful to school personnel. However, little is currently known about what informal education communication networks exist or how they operate, and even less is known about how long these networks endure or the format of the information transmitted through them. This paper is part of a symposium bringing together researchers and practitioners to explore these underlying questions and suggest future directions for building linkages between research and practice. It discusses research on information networks involved in establishing new or alternative schools. By analyzing data collected at six new schools in New York City, the authors describe the number and duration of networks and the key individuals who compose them. (Author/MLF)

ED 106 973 95 EA 007 168

Development and Evaluation of the Determining Instructional Purposes Training Package: Setting Goals, Analyzing Problems, Deriving Objectives. Far West Series in Instructional Planning.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—20p.; Related documents are EA 007 169-172

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *Curriculum Development, Curriculum Planning, *Educational Administration, Educational Development, Educational Objectives, Educational Opportunities, Educational Programs, Elementary Secondary Education, Evaluation Methods, Instructional Design, Instructional Programs, Problem Solving, *Program Evaluation, Training Objectives

This report provides a summary record of the development and evaluation of a training package product that includes three separate sets of training materials developed to increase the skill, knowledge, and understanding of school personnel in the area of instructional planning and management. Instructional planning is defined generally as that area of educational administration concerned with providing educational opportunities for children through the establishment of instructional program purposes, the design and implementation of programs, and the evaluation of instructional programs. This package is directed toward establishing instructional program purposes in three units—setting goals, analyzing problems, and deriving objectives. Each unit is described, its development is delineated, and the evaluation results are announced. (Author/DW)

ED 106 974 95 EA 007 169

The Development and Evaluation of Designing Instructional Programs Unit. Far West Series in Instructional Planning.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—127p.; Related documents are EA 007 168-172

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Curriculum Development, Curriculum Evaluation, Educational Administration, Educational Development, Educational Objectives, Educational Resources, Elementary Secondary Education, Evaluation Methods, *Instructional Programs, *Planning, Teaching Procedures

Providing a history of the development and evaluation, this report discusses one set of training materials designed to increase knowledge and understanding of school personnel in the area of instructional planning and management. The unit goal is to assist school staff in making defensible choices in form and content of instructional programs by providing experience in the process of, and tools to assist in an analysis of, basic learning assumptions, the matching of program characteristics with outcomes, a consideration of resources available, and the analysis of existing programs. The materials are presented in five modules: chalk talk, analyzing basic assumptions, matching programs with goals, assessing resources and constraints, and selecting curricula. Results of external evaluation are attached. Field testing and evaluative materials are appended. (Author/DW)

ED 106 975 95 EA 007 170

Development and Evaluation of the SourceBook of Training Products in Instructional Planning and Management. Far West Series in Instructional Planning.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—15p.; Related documents are EA 007 168-172

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrator Education, Curriculum Development, Educational Administration, Educational Development, *Educational Programs, *Educational Resources, Elementary Secondary Education, Instructional Programs, *Management Development, *Management Education, *Planning, Staff Improvement

Providing a history of the development and evaluation, this report discusses an information product designed to provide useful information to those responsible for staff development. The SourceBook purpose is to increase awareness of the kinds of products that are available for training in instructional planning and management, and to provide sufficient information to permit product screening. An overview including review guidelines, descriptions of 15 program packages, and an annotated list of 27 supplementary training resources compose the three sections of the book. The product evaluation is based on expert opinion and is included in this report. (Author/DW)

ED 106 976 95 EA 007 171

Development and Evaluation of Planning Program Implementation: A Process Guide. Far West Series in Instructional Planning.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—21p.; Related documents are EA 007 168-172

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Curriculum Development, Educational Administration, Educational Programs, Elementary Secondary Education, *Evaluation, Group Dynamics, *Planning, *Process Education, *Program Development, Program Planning

Providing a summary record of the development and evaluation of an incomplete product, this status report discusses a training program to aid school staff in producing implementation plans for programs. Consisting of printed materials, guidelines for considering the aspects of program design with implications for program implementation are presented. The planning process,

proposed as one of a variety of task approaches, assumes that planning is a group process involving the responsible decision-makers, that staff members have performance capability, and that the chosen program meets a pressing need. The unit is composed of six sessions, of which the first two concentrate on placing implementation in context with overall instructional program planning. Sessions 3, 4, and 5 take up the detailed processes of implementation, and the final session is a review of the planning steps. The product evaluation report suggests that this product is incomplete and needs further development. (Author/DW)

ED 106 977 95 EA 007 172
Development and Evaluation of Evaluation for Program Improvement. Far West Series in Instructional Planning.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—46p.; Related documents are EA 007 168-171

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Decision Making, *Educational Programs, *Evaluation Methods, Instructional Improvement, Instructional Materials, *Merchandise Information, *Program Development, *Program Evaluation, Role Playing, Simulation

This report is intended to provide a history of the development and evaluation of a set of training materials. The goal of this unit is to help school staff develop an understanding of the knowledge and skills necessary to identify, collect, organize, and analyze information useful in making decisions about program modification. The unit deals with the following topics: (1) identifying decisions to be made about program modification, and specifying who makes these decisions; (2) identifying alternative courses of action for decisions in the instructional management area; (3) determining what information is relevant to modification decisions; (4) taking responsibility for or contributing to a plan for program modification information; and (5) analyzing and reporting information. Described in this report are the parts of the unit, the program of development, testing, and field tests. A review of the unit by two specialists is summarized. (Author/MLF)

ED 106 978 95 EA 007 173
Needs Assessment: A Manual for the Local Educational Planner.

Rhode Island State Dept. of Education, Providence. Div. of Development and Operations.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 1975

Grant—OEG-0-70-1854(725)

Note—81p.; Photos may reproduce poorly

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Community Involvement, Curriculum Development, Decision Making, Educational Accountability, *Educational Assessment, *Educational Needs, Educational Objectives, *Educational Planning, Elementary Secondary Education, Program Development, Resource Allocations, Staff Improvement

The purpose of this manual is to provide guidelines and assistance to local education agency planners in the needs-assessment process. In the first section, the needs-assessment process is discussed within the overall framework of the program development cycle. Subsequent sections treat each step in the process, providing a model. Issues are raised, techniques are discussed, and alternative methodologies are presented. Important resources and necessary tools available to assist in the process are identified, along with some possible solutions. The manual is intended to be a concise outline of systematic processes for identifying needs and choosing solutions to respond to those needs. (Author/MLF)

ED 106 979 EA 007 175
Guidelines for the Collection Maintenance and Dissemination of Pupil Records.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.

Pub Date 20 Aug 74

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Confidentiality, *Confidential Records, *Due Process, Elementary Secondary Education, Information Dissemination, *School Policy, State Departments of Education, *Student Records, Student Rights

Identifiers—Pennsylvania

School district policies concerning student records in Pennsylvania must be in conformity with these guidelines. The guidelines were established and adopted to ensure that the student's right to privacy is not invaded when the information is gathered or released; to determine which officials can have access to a student's file and how much of the file shall be open for inspection; and to protect both the student and the school officials when information concerning the student is requested by schools, businesses, or other third parties. The final sections of the document include hypothetical cases provided as examples of concrete actions that might be taken by school personnel in accordance with the recommendations. (Author/MLF)

ED 106 980 EA 007 176

Miller, Leann R.

Citizen Advisory Committees.

Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.

Pub Date 75

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Advisory Committees, Annotated Bibliographies, *Boards of Education, *Citizen Participation, *Community Involvement, Responsibility, *School Planning

Identifiers—Pennsylvania

This guide, describing community involvement through citizen advisory committees, is a summary of the literature on such committees. Its main concern is district committees created by school boards. Citations in the bibliography contain all points of view on committees and present many alternatives on most of the topics covered in the guide. Citations marked with an asterisk are major works, and comments on each article or book cite its commendable features. (Author/MLF)

ED 106 981 EA 007 177
A Recommended Guide to Students' Rights and Responsibilities in Michigan.

Michigan State Dept. of Education, Lansing.

Pub Date 74

Note—40p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Corporal Punishment, *Court Litigation, Dress Codes, Due Process, Elementary Secondary Education, Married Students, Police School Relationship, Pregnant Students, School Law, *School Policy, Search and Seizures, *Student Behavior, Student Publications, Student Records, *Student Responsibility, *Student Rights, Suspension

Identifiers—Michigan

These guidelines describe areas of concern as indicated by recent litigation, questions received from local school districts, and complaints received from parents and students. They also present, as a frame of reference, the status of current school law where and as it applies to the area of students' rights and responsibilities. The document is divided into five major sections: (1) background information and the purpose and need for such a document, (2) aspects of current law and practices relative to student behavior, (3) specific student behavior in terms of rights and responsibilities, (4) suspension of students along with guidelines for procedural due process, and (5) summary of the document with requests for continual review and reevaluation. (Author/MLF)

ED 106 982 EA 007 178
Willner, Peter T. Torres, Scottie

The Role of the Institutional School Representative: Massachusetts State Department of Education.

Pub Date May 75

Note—6p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Secondary Education, *Institutional Personnel, Institutional Schools, *Job Development, Occupational Information, Program Development, *Regional Programs, *Special Education

Identifiers—*Bureau of Institutional Schools, Massachusetts

With the establishment of the Bureau of Institutional Schools (BIS) within the Division of Special Education, educational specialists have been appointed to represent the bureau in each of the division's six regional offices. The primary role of the BIS representative is one of assistance in the development of educational programs for children residing in state institutions. In addition, the BIS representative serves a liaison and coordination role between local education agencies, collaboratives, and parents. This individual also serves in a linkage capacity between the departments of education, mental health, public health, office for children, and the other human service agencies. These educational specialists are expected to assist in transforming the BIS philosophically based objectives into reality for the benefit of children presently in state institutions. It is the intent of this concept paper to establish guidelines for the BIS regional representatives to follow in an effort to clarify the specialists' role in relationship to his/her regional responsibilities. (Author)

ED 106 983 EA 007 179

Sinclair, Robert L.

Critical Awareness for Improvement: The School and You.

Pub Date Apr 75

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Change Strategies, Decision Making, *Educational Change, *Educational Environment, *Educational Objectives, Elementary Secondary Education, *Principals

Not all schools have conditions that resist improvement, nor are all schools led by principals who are part of the problem. Yet, experience teaches us that, no matter what changes are attempted, many schools do not get better. More schools can be improved by leaders who are critically aware of what is blocking advancement of school practices. A means orientation, a teacher and administrator emphasis, and a top-down decision-making process are some conditions that are likely to impinge on school improvement. Principals can use these three conditions to analyze their own school environment. If their school is characterized by some or all of the conditions, they might decide to take purposeful action to eliminate traits that resist change. The first step toward reconstructing the school environment is arriving at an awareness of the reality that hinders improvement. This critical awareness may result in commitment to action that will make obsolete the persistent notion that schools do not improve. (Author)

ED 106 984 EA 007 180

Fiscal Guidelines for Federally Funded Projects.

New York State Education Dept., Albany. Div. of Educational Finance.

Pub Date Jun 75

Note—96p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Elementary Secondary Education, *Federal Aid, *Guidelines, State Federal Aid

Identifiers—*New York

In 1969-70 the New York State Education Department adopted standardized fiscal forms for local education agencies to use for most federally funded programs. The standard forms have been an improvement and have been readily acknowledged as simplifying the application and funding procedure. Since 1969-70, changes, such as indirect cost procedures and the elimination of documentation, have required revision of the forms. This publication should serve as a valuable aid in the use of the new forms for the application for and administration of federally aided projects. The general procedures used in funding federally aided programs, the proposed budget for the operation of a federal project, and the general audit guides are presented along with the procedures and forms needed for indirect cost

rate applications, special program administrative and supervisory position descriptions, special grant-budget amendments, monthly expenditure reports and monthly/quarterly requests for funds, construction project budgets, reports of construction progress, and final project expenditure reports. (Author/IRT)

ED 106 985 EA 007 181

McLure, William P. *And Others*
Special Education: Needs—Costs—Methods of Financing. A Report of a Study.
Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency—Illinois State School Problems Commission, Springfield.

Pub Date May 75

Note—150p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Bilingual Education, Early Childhood, *Educational Finance, Elementary Secondary Education, *Exceptional Children, Full State Funding, Handicapped Children, Handicapped Students, *Special Education, State Agencies, *State Aid, *State Departments of Education, Student Needs Identifiers—*Illinois

This report has three parts—recommendations, substantiation for the recommendations, and an appendix of charts and tables. The recommendations are as follows: that the state board of education be assigned the sole responsibility for planning and overseeing the educational programs and related instructional services whereby all individuals in Illinois have an opportunity to reach their fullest possible educational development from early age through secondary school; that the state revise its method of financing the education of children with handicaps and other exceptionalities (the most recommended method is full state funding of extra costs); that the state board be given such responsibilities and financial resources as are necessary to establish an information system for reporting and accounting by public schools, other governmental agencies, and private agencies to carry into effect the recommendations and to improve the knowledge of educational activities in general; and that the present study be continued for four specific purposes. The chapters of the report are "Alternative Methods of Financing Special Education," "Special Education Services Provided by State Agencies," "Special Education and Assessment of Pupil Needs," "Education of Pre-School Age Handicapped Children," and "Bilingualism and Special Education." (Author/IRT)

ED 106 986 EA 007 182

Kean, Michael H.

Organizing for Effective Research Management in a Large Urban School System.

Pub Date Apr 75

Note—40p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Educational Assessment, *Educational Research, Elementary Secondary Education, Management, *Organization, *Research Utilization, Urban Education Identifiers—Office of Research and Evaluation, Philadelphia

The major objectives of this paper are to identify and examine those areas most critical to the effective management of a research and evaluation department in a large urban school system. The paper focuses on the organizational structure and management concerns of the Philadelphia school district's Office of Research and Evaluation. The scope, priorities, and organization of the office are examined as well as clientele served, funding, and concerns and solutions. Performance objectives are included in the presentation of the office's five principal units—Administrative and Survey Research Services, Instructional Research and Development Services, Testing Services, Priority Operations Evaluation Services, and Federal Evaluation Resource Services. (Author/IRT)

ED 106 987 EA 007 183

Kiernan, Owen B.

School Violence and Vandalism.

National Association of Secondary School Principals, Washington, D.C.

Pub Date 16 Apr 75

Note—15p.; Statement to Sub-Committee to Investigate Juvenile Delinquency, U.S. Senate Committee on the Judiciary

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Crime, *Delinquency, Elementary Secondary Education, *Vandalism, *Violence

The speaker notes the rise in the rate of violence and vandalism in the schools and cites a poll indicating how important secondary school principals think the problem is. He lists a number of factors contributing to school crime—the breakdown of the family and family control, glamorization of violence on television and film, street crime, drug abuse, anonymity in the neighborhood and school, a philosophy of self-serving expediency, subgroup solidarity with no allegiance to the larger society, and contempt for the value of personal and public property. Six contributing factors perhaps seen more clearly by secondary school principals than by other citizens, are lethargic courts, openness of schools, student rights, teacher apathy, parent ignorance and/or indifference, and the collateral curriculum (the influences on a child that do not come from the school). The speaker recommends the enactment of legislation similar to the Safe Schools Act, prompt attention by the courts to acts of alleged crime in the schools, curriculum reform to meet the heterogeneity of student needs, involvement of students in all programs, and establishment of innovative programs such as using "trailer watchers" on school grounds. (IRT)

ED 106 988 EA 007 184

Findler, Morris

Rational Solutions to Curricular Issues.

Pub Date Apr 75

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, Washington, D.C., March 31-April 4, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Behavioral Objectives, Curriculum, *Curriculum Development, *Curriculum Problems, *Educational Objectives, *Educational Theories, Elementary Secondary Education, Performance Criteria, Standards, *Teacher Evaluation, Teaching Methods, Teaching Quality

This paper explains the need for pluralism as a principle by which to bring reason and order to the complicated field of curriculum. Pluralism implies that a function of the curriculum specialist is to uncover the assumptions and analyze the arguments of curricular statements. In exemplifying such a process of analysis, the paper has shown that objectives cannot be understood and communicated apart from the process through which they have been evolved; that as the first principle of teaching, instructional objectives are useful even in the creative and constructive arts; and that the principles of teaching are the criteria for evaluating a teacher. (Author)

ED 106 989 32 EA 007 185

Rooney, T. Jerome

Needs Assessment: Needs and Goals — Model: East Stroudsburg, Project NAMES Workbook.

East Stroudsburg State Coll., Pa. Educational Development Center.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date May 75

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Community Involvement, *Decision Making, Educational Administration, *Educational Needs, *Educational Objectives, Elementary Secondary Education, *Models, Planning, Program Evaluation, Public Relations, School Community Relationship Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, *Needs Assessment

Intended as a simple, economical method of needs assessment, this needs-assessment model presents four primary tasks: goal definition, program assessment, needs identification, and decision-making. Each step is explained in detail with sample instruments, sample preplans, education goals, and a questionnaire. The needs-assessment concept is defined as a blending of community participation and evaluation. (DW)

ED 106 990

EA 007 186

Plan for Implementation of Extended School Year. Brick Town Township Board of Education, N.J.

Pub Date 14 May 75

Note—181p.; A related document is ED 091 864; Illustrations 2.1, 2.7-2.9, 3.2-3.9, 4.0, and 4.1 may reproduce poorly

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Advisory Committees, *Change Strategies, Community Attitudes, Community Surveys, Course Content, *Curriculum Development, Educational Alternatives, Educational Finance, *Educational Planning, *Educational Strategies, Elementary Education, Evaluation Methods, Expenditures, *Extended School Year, Information Dissemination, Pilot Projects, School Organization, School Schedules

Presenting a 45/15 extended school year plan for one New Jersey elementary school, this study includes plans, strategies, and materials used to provide public information; surveys of community attitudes; and evaluation of a pilot project. The school year calendar, pupil and teacher schedules, teacher inservice, and problem issues are presented with illustrations. The curriculum outlines for kindergarten, language arts, mathematics, social studies, science, and special areas are related to the four quarters of the extended school year plans, and provide organization for accommodating the proposed change. Finally, financial implications are presented with comparative cost figures of operational and capital outlay expenditures that show cost benefits. The advisory committee report recommends not implementing the proposed extended school year plan. (DW)

EC

ED 106 991

EC 072 205

Volpe, Richard

Social Experience and the Development of Social Cognition in Orthopedically Disabled and Non Disabled Children.

Pub Date [74]

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Age Differences, Childhood, *Cognitive Development, Exceptional Child Research, *Physically Handicapped, *Role Perception, Social Development, *Social Experience

Evaluated were the cognitive and social development of 40 orthopedically handicapped children ages 6 to 12 years. Social development was measured by the Children's Social Relations Rating Scale, the Children's Social Relations Interview Schedule, and the Children's Role Taking Task. The Concrete Operations Tasks assessed cognitive ability. Data supported the hypotheses that Ss would enact the patient (dependent) role and the nondisabled control group would enact the agent (independent) role. Only partial support was demonstrated for the hypothesis that the Ss' cognitive task scores would be significantly lower than the control group's scores. Analysis of the level of role taking indicated that the social restriction produced by an orthopedic handicap decreased with age. (CL)

ED 106 992

EC 072 237

Dykstra, Ralph R. Dirr, Peter J.

Drug and Health Mediagraphy: Personal Health.

State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Mar 74

Note—87p.; For a similar bibliography on mental health see EC 072 238; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Bibliographies, Dental Health, Exceptional Child Education, Films, Filmstrips, *Handicapped Children, *Health, *Instructional Materials, *Nutrition, Safety Education

The first in a series of bibliographies lists approximately 400 instructional materials grouped under the following four areas of personal health:

dental health, first aid and survival, nutrition, and safety education. It is noted that all of the materials listed were suggested by teachers after careful screening, including evaluation with handicapped children. Within the four main headings materials are grouped according to media form (such as films, filmstrips, books, posters, and pamphlets). Each entry contains the following information: title, length, producer/distributor, recommended chronological and mental age range, date, a brief abstract, and reading level (when appropriate). Names and addresses of distributors are appended. (LS)

ED 106 993 EC 072 238

Dykstra, Ralph R. Dirr, Peter J.
Drug and Health Mediagraphy II: Mental Health. State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Mar 74

Note—113p.; For a similar bibliography on physical health see EC 072 237; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Audiovisual Aids, *Bibliographies, *Books, Exceptional Child Education, Films, Filmstrips, *Handicapped Children, *Instructional Materials, *Mental Health, Phonograph Records

The second in a series of bibliographies lists approximately 350 instructional materials for use in mental health education. It is noted that all of the materials listed were suggested by teachers after careful screening, including evaluation with handicapped children. Materials are grouped according to the following media forms: books (the major portion of the document), articles, book/record combinations, films, filmstrips, periodicals, photographs, records, study prints, and transparencies. Each entry contains the following information: title, length, producer/distributor, recommended chronological and mental age range, date, a brief abstract, and reading level (when appropriate). Materials span a variety of topics and ability levels ranging from "Helping is a Good Thing" (a record for 4- to 8-year-olds) to "War Crimes and the American Conscience" (a book for 15- to 21-year-olds). Names and addresses of distributors are appended. (LS)

ED 106 994 EC 072 384

Brannan, A. Clark And Others
The Hearing Impaired Mentally/Retarded: A Survey of State Institutions for the Retarded. Monograph No. 4.

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date 75

Note—90p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Aurally Handicapped, Clinical Diagnosis, Exceptional Child Research, Incidence, *Institutionalized (Persons), *Mentally Handicapped, Multiply Handicapped, Program Planning, *Severely Handicapped, *Surveys

Reported is a survey of state institutions for the mentally handicapped in which information about hearing impaired mentally handicapped HI/MH persons was solicited. Existing data on hearing impairment and mental retardation, its diagnosis and related programming are reviewed briefly. It is explained that 158 of 212 surveyed institutions (75 percent) provided complete or nearly complete responses. Survey results in the following areas are analyzed: prevalence of HI/MH persons in institutions for the retarded, procedures for diagnosing and evaluating HI/MH residents, characteristics of HI/MH residents, services available to HI/MH residents, and the operation of selected programs for the HI/MH. Conclusions such as the following are drawn: approximately 9 percent of the institutionalized MH population was HI; only 48 percent of the facilities had a distinct program for the HI/MH population; in classifying residents as HI, 32 percent of institutions relied primarily on puretone results, 22 percent relied primarily on functional need, and 26 percent considered both puretone results and functional need, while the remaining institutions

used various multiple criteria. Recommendations are made to facilitate programming for HI/MH populations. (GW)

ED 106 995 95 EC 072 414

Hyperactivity: A Selective Bibliography. Exceptional Child Bibliography Series No. 643.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—20p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Emotionally Disturbed, *Exceptional Child Education, *Hyperactivity

The bibliography on hyperactivity contains approximately 44 general entries and approximately 37 entries dealing specifically with drug treatments for hyperactivity. Each entry includes an abstract, publishing data, and information on the availability of the document from the Educational Resources Information Center (ERIC) Document Reproduction Service. The bibliography has been compiled from holdings at the Information Center of the Council for Exceptional Children and includes an order blank for ERIC documents. (GW)

ED 106 996 95 EC 072 415

Learning Disabilities—Elementary Level: A Selective Bibliography. Exceptional Child Bibliography Series No. 644.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—26p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Elementary Education, *Exceptional Child Education, *Learning Disabilities

The bibliography on learning disabilities at the elementary school level contains approximately 100 entries, each of which includes an abstract, publishing data, and information on the availability of the document from the Educational Resources Information Center (ERIC) Document Reproduction Service. The bibliography has been compiled from holdings at the Information Center of the Council for Exceptional Children and includes an order blank for ERIC documents. (GW)

ED 106 997 95 EC 072 417

Reading-Learning Disabilities: A Selective Bibliography. Exceptional Child Bibliography Series No. 664.

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [75]

Note—18p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Bibliographies, *Exceptional Child Education, *Learning Disabilities, *Reading Difficulty

The bibliography on reading-learning disabilities contains 67 entries, each of which includes an abstract, publishing data, and information on the availability of the document from the Educational Resources Information Center (ERIC) Document Reproduction Service. The bibliography has been compiled from holdings at the Information Center of the Council for Exceptional Children and includes an order blank for ERIC documents. (GW)

ED 106 998 95 EC 072 440

Moore, Donald F. And Others
Post Secondary Programs for the Deaf: I. Introduction and Overview. Research Report No. 60.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—332189

Pub Date Feb 74

Grant—OEG-09-332189-4533(032)

Note—64p.; For related documents, see EC 072 441, EC 072 444, and EC 072 451

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Aurally Handicapped, *Deaf, Exceptional Child Education, Post Secondary Education, *Program Descriptions, *Program Development, *Program Effectiveness, *Vocational Education

Programs in New Orleans, Louisiana, St. Paul, Minnesota, and Seattle, Washington are subjects of the report on efforts to identify components necessary for the development and maintenance of successful postsecondary vocational technical programs for hearing impaired (HI) students. Introductory materials provide a historical perspective on the problems of vocational technical programs for the HI, a review of the literature, and statistical data on the vocational status of HI populations. Descriptions are given of programs at Delgado Junior College, Seattle Community College, and the Technical Vocational Institute. Topics considered include referral procedures, supportive services, curricula, and placement. In addition, programs of study, their duration and associated certificates, degrees or diplomas are charted for each school. Outlines detail the contents of the succeeding five monographs in the series on vocational technical education for the HI. (GW)

ED 106 999 95 EC 072 441

Fisher, Steven D. And Others
Foster Secondary Programs for the Deaf: II. External View. Research Report No. 61.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—332189

Pub Date Mar 74

Grant—OEG-09-332189-4533(032)

Note—184p.; For related documents, see EC 072 440, EC 072 444, and EC 072 451

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Aurally Handicapped, *Counselors, *Deaf, *Employer Attitudes, Exceptional Child Education, Interviews, *Parents, Post Secondary Education, *Program Evaluation, Questionnaires, *Students, *Vocational Education

The second of six monographs on three postsecondary vocational technical programs for deaf students reports evaluations gleaned from deaf former students presently employed, their immediate supervisors, parents, and vocational rehabilitation counselors. Explained are methods and procedures used in interviews and questionnaires. Data from students concern vital statistics, job satisfaction, economic and employment status, aspirations, and views of their training and program. Information reported from interviews with immediate supervisors focuses on current occupational status of the employee, training, communications between supervisor and employee, employee productivity, the attitude of the supervisor, and the size and nature of the company. Replies from vocational rehabilitation counselors discuss referral procedures, training, and client communication. Also examined are data from parents on the occupational status of their son/daughter, their vocational or technical training, and their reactions to training. Interview and questionnaire responses are discussed and conclusions such as the following drawn: that there was a tendency to cluster in certain occupations such as general office practice and printing, and that most parents favored postsecondary programs for the hearing impaired within programs for students with normal hearing. Appendices contain interview and questionnaire forms. (GW)

ED 107 000 95 EC 072 442

Bulum, Nissan And Others

A Semantic-Relational-Concepts Based Theory of Language Acquisition as Applied to Down's Syndrome Children: Implication for a Language Enhancement Program. Research Report No. 62.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—332189

Pub Date May 74

Grant—OEG-09-332189-4533(032)

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Concept Formation, *Early Childhood, Exceptional Child Research, *Language Development, *Language Patterns, Mentally Handicapped, *Mongolism

Speech samples were collected from three 48-month-old children with Down's Syndrome over an 11-month period after Ss had reached the one word utterance stage. Each S's linguistic utterances were semantically evaluated in terms of M. Bowerman's, R. Brown's, and I. Schlesinger's semantic relational concepts. Generally, findings suggested that Ss symbolically represented their experiences through the same modes of representation available for normal children, and that there is a 2-year lag for these semantic relational concepts to appear in the language of Down's Syndrome children when compared to normal children. The semantic relational concepts in the Ss' early utterances were charted in the order of their appearance. (GW)

ED 107 001 95 EC 072 443

Hoffmeister, Robert. And Others

The Acquisition of Sign Language in Deaf Children of Deaf Parents: Progress Report. Research Report No. 65.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—332189

Pub Date Jun 74

Grant—OEG-09-332189-4533(032)

Note—31p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Aurally Handicapped, *Deaf, *Early Childhood, Exceptional Child Research, *Infancy, *Language Development, *Sign Language, Video Tape Recordings

Data on the natural acquisition of sign language occurring in deaf children of deaf parents were obtained through observation of 10 deaf children (9- to 75-months-old). Short biographical sketches were compiled for each S from the parents' family history. The children tested on a cortical audiometer as severely to profoundly hearing impaired. Over a 2-year period, a data base of 80 video tapes and 4,855 utterances has been established. Four analyses of the data have been begun on such topics as the pointing actions of a 3-year-old and the use of negation by a 2- and a 3-year-old child. (GW)

ED 107 002 95 EC 072 444

Fisher, Steven D. And Others

Post Secondary Programs for the Deaf: III. Internal Views. Research Report No. 67.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—332189

Pub Date Sep 74

Grant—OEG-09-332189-4533(032)

Note—225p.; For related documents, see EC 072 440, EC 072 441, and EC 072 451

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Administrator Attitudes, Aurally Handicapped, Counselors, *Deaf, Exceptional Child Education, *Interviews, Post Secondary Education, *Program Evaluation, Students, Teachers, *Vocational Education

The third of six monographs on three post-secondary vocational technical programs for deaf students reports evaluations by deaf students, preparatory teachers, program counselors, regular class teachers, interpreters, and the administrator from each program. Interview methods and results are described. Data are thought to support such conclusions as the following: that few jobs were chosen for which training was not offered in the technical/vocational setting; that program

counselors found their roles insufficiently defined in relation to the students and other staff members; that interpreters were in the unique position of having considerable contact with everyone involved in the programs; and that a consolidation of admissions, placement, and followup function was needed. Appendices contain interview forms for each group interviewed. (GW)

ED 107 003 95 EC 072 445

Ryders, John E. And Others

The Severe Nature of Verbal Learning Deficits in Preschool Down's Syndrome (Mongoloid) Children. Research Report No. 69.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—332189

Pub Date Aug 74

Grant—OEG-09-332189-4533(032)

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Early Childhood, Exceptional Child Research, *Learning Processes, Mentally Handicapped, *Mongolism, Self Care Skills, *Task Analysis, *Verbal Learning

Twenty 3-year-old, home reared, Down's Syndrome children and eight 3-year-old normal children were studied to examine the verbal learning characteristics of Down's Syndrome children in typical preschool learning tasks. Prior to the study, research on characteristics of verbal learning deficits in retarded individuals and on verbal skill training was reviewed. A hierarchy of teaching strategies (verbal prompt, verbal instruction, imitation plus verbal instruction, and manual guidance plus verbal instruction) was used in teaching 16 self-help and preacademic tasks. Approximately 40-50 percent of the tasks were not solved by Down's Syndrome Ss with verbal prompting plus verbal instruction alone. Only 14 percent of the tasks were not solved by normal Ss at the same levels of instruction. Despite additional trials, which were enriched with verbal instruction and made more direct through the use of imitation and manual guidance strategies, Down's Syndrome Ss failed to acquire task solution more than 25 percent of the time. Verbal learning deficits seemed to lie largely in the auditory or integration phases of the task and only minimally in the motor output phase. (GW)

ED 107 004 95 EC 072 446

Krus, Patricia H. And Others

Summative Evaluation of the Money Unit of the Weight Unit of the Money, Measurement and Time Program. Research Report No. 70.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—332189

Pub Date Oct 74

Grant—OEG-09-332189-4533(032)

Note—61p.; For related documents, see EC 072 447-449 and EC 072 452

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Concept Formation, *Educatable Mentally Handicapped, Elementary Education, *Evaluation, Exceptional Child Research, *Instructional Materials, Mentally Handicapped, *Money Management, *Vocabulary

Identifiers—Money Measurement and Time Program

Field testing of the Money Unit of the Money, Measurement and Time Program was conducted with 23 elementary school classes of educable mentally handicapped (EMH) children. The 210 Ss were assigned to the experimental group, the Hawthorne group, or the control group. Two criterion referenced tests were administered to Ss to evaluate the effectiveness of the Money Unit which was designed as a means of concept and vocabulary development for young handicapped learners. Testing demonstrated that the unit significantly increased the EMH child's knowledge of money skills and vocabulary. The effectiveness was indicated by pretest and posttest gains, by performance levels on individual items, and by retention data. Analyses of community location effects showed that the unit was highly effective in rural and suburban communities as well as in

the urban communities. Teachers expressed a preference for the unit over other instructional materials. (GW)

ED 107 005 95 EC 072 447

Krus, Patricia H. And Others

Summative Evaluation of the Measurement of Length Unit of the Money, Measurement and Time Program. Research Report No. 71.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—332189

Pub Date Oct 74

Grant—OEG-09-332189-4533(032)

Note—59p.; For related documents, see EC 072 446-449 and EC 072 452

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Concept Formation, *Educatable Mentally Handicapped, *Elementary Education, Evaluation, Exceptional Child Research, *Instructional Materials, Mentally Handicapped, *Vocabulary

Identifiers—*Length, Money Measurement and Time Program

Field testing of the Length Unit of the Money, Measurement and Time Program was conducted with 23 elementary school classes of educable mentally handicapped (EMH) children. The 218 Ss were assigned to the experimental group, the Hawthorne group, or the control group. Two criterion referenced tests were administered to evaluate Ss' measuring skills and vocabulary. Testing demonstrated that the Length Unit increased the EMH child's knowledge of length skills and vocabulary. However, the increase was not significantly greater than that obtained by controls. Analyses of community location effects indicated that the unit was equally effective in the urban and suburban communities, and apparently of even greater effectiveness in the rural areas. Teachers expressed a preference for the unit over other instructional materials. (GW)

ED 107 006 95 EC 072 448

Krus, Patricia H. And Others

Summative Evaluation of the Measurement of Weight Unit of the Money, Measurement and Time Program. Research Report No. 72.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Report No.—332189

Pub Date Oct 74

Grant—OEG-09-332189-4533(032)

Note—73p.; For related documents, see EC 072 446-449 and EC 072 452

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Concept Formation, *Educatable Mentally Handicapped, *Elementary Education, *Evaluation, Exceptional Child Research, *Instructional Materials, Mentally Handicapped, *Vocabulary, *Weight

Identifiers—Money Measurement and Time Program

Field testing of the Weight Unit of the Money, Measurement and Time Program was conducted with 23 elementary school classes of educable mentally handicapped (EMH) children. The 227 Ss were assigned to the experimental group, the Hawthorne group, or the control group. Two criterion referenced tests were administered to determine Ss' functional understanding of weight, their weighing skills, and related vocabulary skills. Testing demonstrated that the unit increased Ss' knowledge of weight skills and vocabulary. Analyses of community location effects indicated that the unit was quite effective in rural and suburban communities, as well as in urban areas. All teachers who returned evaluation forms (57 percent) expressed a preference for the unit over other instructional materials. (GW)

ED 107 007 95 EC 072 449

Krus, Patricia H. And Others

Summative Evaluation of the Time with the Clock Unit of the Money, Measurement and Time Program. Research Report No. 73.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—332189
Pub Date Oct 74

Grant—OEG-09-332189-4533(032)
Note—69p.; For related documents, see EC 072 446-448 and EC 072 452

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Concept Formation, *Educable Mentally Handicapped, *Elementary Education, *Evaluation, Exceptional Child Research, *Instructional Materials, Mentally Handicapped, *Time, Vocabulary
Identifiers—Money Measurement and Time Program

Field testing of the Time with the Clock Unit of the Money, Measurement and Time Program was conducted with 23 elementary school classes of educable mentally handicapped (EMH) children. The 227 Ss were assigned to the experimental group, the Hawthorne group, or the control group. A criterion referenced test was administered to Ss to evaluate vocabulary and skills developed in the three books of instruction. Testing demonstrated that the unit significantly increased the EMH child's knowledge of time skills and vocabulary. Analyses of community location effects indicated that the unit was highly effective in rural and suburban communities, as well as in urban areas. Teachers who completed evaluations indicated a preference for the unit over other instructional materials. (GW)

ED 107 008 95 EC 072 450

Mueller, Christine Samuels, S. Jay
Initial Field Test and Feasibility Study of the Hypothesis/Test Word Recognition Procedures in the Special Education Classroom. Research Report No. 74.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—332189
Pub Date Dec 74

Grant—OEG-09-332189-4533(032)
Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adolescents, Childhood, *Educable Mentally Handicapped, *Evaluation, Exceptional Child Research, *Instructional Materials, Mentally Handicapped, *Reading Skills, *Word Recognition

The hypothesis/test procedure training materials in reading and word recognition were field tested with 40 educable mentally handicapped children (9- to 13-years-old) and 29 control Ss. Three classroom teachers used the materials for approximately one-half hour a day for 15 weeks. Information was collected through weekly conferences, observations of the classes, and pre- and posttests of skills. Data showed that the students using the experimental materials had acquired a better set of competent skills comprising the hypothesis/test word recognition process than the students not using the materials. Results of the component skills test did not prove unequivocally that the materials and instructional program produced higher gains on the subtests by the classrooms using the materials. Teacher conferences and classroom observations indicated that it is necessary to assess the impact of the hypothesis/test materials with readers not so advanced in the subskills of these materials, and that more cloze stories should be incorporated into the later units. (GW)

ED 107 009 95 EC 072 451

Harlow, Mary Jane P. And Others
Post Secondary Programs for the Deaf: IV. Empirical Data Analysis. Research Report No. 75.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—332189
Pub Date Dec 74

Grant—OEG-09-332189-4533(032)
Note—122p.; For related documents, see EC 072 440, EC 072 441, and EC 072 444

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Academic Achievement, *Achievement Tests, Aurally Handicapped, *Deaf, Exceptional Child Education, *Intelligence Level, Language Development, Post Secondary Education, *Standardized Tests, *Vocational Education

The fourth of six monographs on postsecondary vocational technical programs for deaf students provides data on students' performances on the Stanford Achievement Test, General Aptitude Test Battery and the Nonreading Measure of General Intelligence, and the Weschler Adult Intelligence Scale. Ss consisted of 28 students from Delgado Junior College, 26 from Seattle Community College, and 30 from the Technical Vocational Institute. A description of tech test, its limitations and qualifications, and its methods and procedures is provided in addition to test data. Test results are discussed, and educational implications such as the following are drawn: that most deaf people achieve at levels far below what might be expected on the basis of their intellectual abilities; that the more a particular area is related to facility in the English language the greater is the gap between potential and performance for typical deaf students; and that it is unreasonable to expect vocational technical programs to provide deaf students with the English language skills they have not acquired in 12 years or more of prior schooling. (GW)

ED 107 010 95 EC 072 452

Thurlow, Martha L. And Others
Measurement of Weight Unit: A Formative Evaluation. Research Report No. 77.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—332189
Pub Date Dec 74

Grant—OEG-09-332189-4533(032)
Note—111p.; For related documents, see EC 072 446-449

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Concept Formation, *Educable Mentally Handicapped, *Elementary Education, *Evaluation, Exceptional Child Research, *Instructional Materials, Mentally Handicapped, *Vocabulary, *Weight

Identifiers—Money Measurement and Time Program

The pilot version of the Measurement of Weight Unit of the Money, Measurement and Time Program was tested with 23 higher functioning educable mentally handicapped (EMH) children (5- to 8-year-old) from regular preprimary classes and with 17 lower functioning EMH children 8- to 10-years-old from special classes. Pre- and posttesting, teacher evaluation forms, and Teacher Review Board meetings provided feedback on the following six aspects of the pilot version: need for instruction, instructional effectiveness, design of materials, content, sequencing, and test instruments. Revisions in the design, content, and sequencing of the Weight Unit, and the accompanying tests, grew directly out of the formative evaluation plan of the Weight Unit. The value of this step in the overall evaluation plan of the Vocabulary Development Project was confirmed by the relatively final form of the Measurement of Weight Unit which resulted. (GW)

ED 107 011 95 EC 072 453

Wozniak, R. H.
Psychology and Education of the Learning Disabled Child in the Soviet Union. Research Report No. 78.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No—332189
Pub Date Dec 74

Grant—OEG-09-332189-4533(032)
Note—142p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Clinical Diagnosis, *Educational Methods, *Educational Philosophy, Educational Planning, Exceptional Child Education, *Foreign Countries, *Learning Disabilities, Research Needs

Identifiers—Union of Soviet Socialist Republics, USSR

The author surveys the status in the USSR of educational programing and psychological research with learning disabled children who are classified as temporarily retarded in psychological development (TRPD). Education and psychology in the USSR are said to be marked by the following major characteristics: a strong emphasis on the importance of practical activity; a concomitant emphasis on the importance of conscious knowledge in the direction of human activity; genetic, sociocultural, and neuropsychological perspectives; and a complete rejection of standardized intelligence testing in favor of clinical diagnosis. The coordination of research efforts by the Scientific Research Institute of Defectology is explained. Clinical characteristics are identified in extensive detail for three common diagnostic categories: TRPD, cerebro-athetic syndrome, and psychological infantilism. Psychological and psychophysiological research is thought to contribute to the improvement of multifaceted differential diagnosis and to provide information concerning the development of children's processing capacities essential for the design of effective instructional materials and methods. The author envisions Soviet educational programing moving quickly from the experimental state to the provision of broad scale instructional programs tailored to learning disabled children. (GW)

ED 107 012 EC 072 454

U.S. Facilities and Programs for Children with Severe Mental Illnesses. A Directory.
National Society for Autistic Children, Syracuse, N.Y.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.
Report No—DHEW-ADM-74-47
Pub Date 74

Note—457p.

EDRS Price MF-\$0.76 HC-\$23.48 PLUS POSTAGE

Descriptors—*Autism, *Directories, *Emotionally Disturbed, Exceptional Child Education, *Program Descriptions, *Schizophrenia
Identifiers—National Society for Autistic Children

The directory provides information on approximately 425 service programs for children with severe mental illnesses including autism and schizophrenia. Programs are listed alphabetically by name within state groupings. Usually provided are name, address, telephone number, name of director, and information on whether the program is day or residential, length of time program has existed, enrollment capacity, fees, physical description, admission criteria, staff, and program characteristics. Provided is an alphabetical index of all facilities with information on ages served, whether day or residential, and whether public school, summer, or recreational. Also included is the questionnaire used to survey facilities, and listings of chapters of the National Society for Autistic Children, international societies and representatives for autistic children, other directories, and legal service agencies. (DB)

ED 107 013 EC 072 457

A Program Project for the Investigation and Application of Procedures of Analysis and Modification of Behavior of Handicapped Children. Annual Report.

Washington Univ., Seattle. Child Development and Mental Retardation Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jul 74

Grant—OEG-0-70-3916(607)
Note—469p.

EDRS Price MF-\$0.76 HC-\$23.48 PLUS POSTAGE

Descriptors—Administration, Annual Reports, *Curriculum Development, *Daily Living Skills, Exceptional Child Education, *Handicapped Children, Regular Class Placement, *Severely Handicapped, Special Classes, Student Evaluation, *Task Analysis, Teaching Methods

Presented is the annual (1974) report of a project for the investigation and application of behavior analysis and modification with handicapped children. The program project is designed to assist teachers in the following areas: curriculum for mildly/moderately handicapped children being served in regular classes and for severely handicapped children in special classes, appropriate instructional procedures, instructional

materials and program packages for children with a wide range of handicapping conditions, and measurement and assessment procedures. Major sections are given to the work of three teams—a team concerned primarily with developing a curriculum for use with handicapped children who are in regular classrooms, a team focusing on curriculum for children with moderate to severe handicaps, and a team to develop detailed task analyses for various basic skills and specific instructional programs for various basic skills. Seven papers are included to describe the work of team 1 on curriculum research including topics such as placing the child in the right reader, the improvement of oral reading and comprehension, and the effects of reinforcement contingencies on computational arithmetic performance. Considered is the work of Team 2 in the areas of measurement, administrative management decision system, intake-return-followup, establishing criteria performance levels, and instructional procedures. Included for Team 3 is information on the prototype model and programs such as making change, telling time, fastening clothes, and shoe tying. (DB)

ED 107 014 EC 072 475

Kenny, Eleanor

The Quality of Special Education Teacher Training Programs: A Report to the Legislature in Response to Senate Resolution 1974-178.

Washington State Council on Higher Education, Olympia.

Pub Date Jan 75

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Exceptional Child Education, Graduate Study, *Handicapped Children, Non-professional Personnel, Performance Based Teacher Education, *Program Evaluation, *School Districts, State Legislation, *State Surveys, *Teacher Education, Undergraduate Study

Identifiers—*Washington

Presented is a report to the Washington State Legislature on the quality of special education teacher training programs in Washington. School districts offering special education services and 10 colleges offering relevant teacher training were surveyed. Described are special education degree programs offered in Washington at the Associate, Baccalaureate, Master's, and Doctoral levels. Major findings of the study include a belief by school districts that more of the personnel selection process should take place at the preservice level, the preference of school districts for special education personnel with strong backgrounds in basic skills, and a common belief of districts that college faculty know little of district programs and problems. Provided are definitions of terms such as cooperating teacher. The following recommendations are summarized: (1) that graduation requirements of special education teacher training programs include a greater variety of practical experiences, (2) that teacher training institutions determine criteria for assessing student competence, (3) that regular communications between teacher training institutions and user districts be established, (4) that training needs of regular teachers involved in mainstreaming be met, and (5) that 4-year institutions ensure that their graduates understand the role of the trained paraprofessional. Appended are the text of a state bill mandating public education for all handicapped children, the introduction to a document giving guidelines for teacher training programs, and the text of the Senate resolution authorizing the survey. (DB)

ED 107 015 95 EC 072 483

Sylvester, David, Ed. Sardina, Kathleen, Ed.

Sesame and You, Two-A Teacher's Helper: A Revised Guide to Accompany a Videotape Package of Twenty Sesame Street Mini Shows.

State Univ. of New York, Buffalo. Coll. at Buffalo. Faculty of Professional Studies.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—248p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS

POSTAGE

Descriptors—*Aurally Handicapped, *Class Activities, Cognitive Processes, Daily Living Skills, *Early Childhood Education, Exceptional Child Education, Instructional Materials, Reading

Readiness, Social Development, *Teaching Guides, *Video Tape Recordings

Identifiers—*Sesame Street

The teaching guide is intended to accompany a videotape package of 20 Sesame Street Mini Shows selected for their relevance to the education of young hearing impaired children. Individually described are segments of each Mini Show in terms of a description, captions, general objective, specific objectives, necessary preteaching, and related activities and materials (coded to the appendices). Appended are brief descriptions of 127 activities concerned with symbolic representation, 99 activities focusing on cognitive processes, 120 activities about the physical environment, and 19 activities on the social environment. Also appended are brief descriptions (including age level, cost, and source) of a total of 355 instructional materials by activity categories, an alphabetical listing of publishers and distributors, the lesson plan for a demonstration class recorded on tape, and a reference grid relating instructional objectives to Mini Show segments and activities and materials. (DB)

ED 107 016 EC 072 484

Ogamo, Hideo

A Master Plan for the Education of the Disabled by Tokyo Metropolitan Government, 1974-75.

Ministry of Education, Tokyo (Japan).

Pub Date 74

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Administration, *Curriculum Development, Educational Diagnosis, *Educational Planning, Exceptional Child Education, Foreign Countries, *Handicapped Children, Identification, Prevention, *Program Planning, Social Services, Teacher Education, Vocational Rehabilitation

Identifiers—*Japan

Presented is the Tokyo Metropolitan Government's master plan (1974-75) for the education of blind, deaf, mentally retarded, crippled, and health impaired children. A reexamination of the educational service system for the disabled is said to have resulted from a plan to enroll all disabled children who express the wish to be enrolled in school, regardless of the severity of their disability. Outlined are the present situation and problems and tasks to be implemented in the following nine areas: preventive services; early identification; consultation, diagnosis, and guidance; treatment and training; educational program and curriculum development; social services and vocational rehabilitation services in the community; care of severely disabled persons; education of the public; and research and inservice training of personnel. Reported are such planned tasks as improving the physical examination of infants, promoting the construction of children's hospitals, and promoting the integration of disabled children into regular day nurseries. Also included are such statistics as the 1974 school enrollment of disabled children, the effects of consultation services on enrollment, and changes in the number of special schools, classes, and pupils enrolled 1972-1974. (LS)

ED 107 017 EC 072 485

Birr, Jack

The Infant Development Center.

Infant Development Center, Mission, Kans.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Developmental Disabilities.

Note—48p.; Charts will reproduce poorly due to legibility of original document

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Cerebral Palsy, Exceptional Child Education, Exceptional Child Services, *Infancy, *Mentally Handicapped, *Parent Education, *Program Description, *Stimulation

Identifiers—*Developmental Disabilities

Reported are services provided to developmentally or behaviorally disturbed children (0-to-3-years-old) and their parents by the Infant Development Center (IDC) in Mission, Kansas. Outlined is information such as the IDC's primary activities (infant developmental stimulation and parental training and support), secondary activities (such as information exchange), organization (staff and facilities), process flow, research activities, and organizational and fiscal history. The

second half of the document consists of sample pre- and posttest scores to indicate developmental progress of 19 children and brief descriptions of services provided to 11 children. (LS)

ED 107 018 EC 072 487

Compendium of Law Suits Establishing the Legal Rights of Mentally Retarded Citizens.

President's Committee on Mental Retardation, Washington, D.C.

Report No.—DHEW-OHD-75-21007

Pub Date Oct 74

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Civil Liberties, *Court Cases, Due Process, *Equal Education, Exceptional Child Services, Legislation, *Mentally Handicapped, *State Legislation

Presented is a compendium of state lawsuits establishing the legal and constitutional rights of mentally retarded citizens. Cases cover the following rights: to equal educational opportunity; to be free from inappropriate educational classification, labeling, and placement to community services and to treatment in the least restrictive environment; to be free from peonage and involuntary servitude; to be free from restrictive zoning ordinances; to have free access to buildings and transportation systems; to be free from unconstitutional commitment practices; to procreate; and to have equal access to adequate medical services. Usually included for each case are the state, the lawsuit's status, legal advocates involved, principles established, and comments. (CL)

ED 107 019 EC 072 488

Federal Programs for Education of the Handicapped: Issues and Problems; Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Pub Date Dec 74

Note—78p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Evaluation, Exceptional Child Education, Federal Aid, *Federal Programs, *Handicapped, *Handicapped Children, Program Effectiveness, *Program Evaluation, *Program Planning, Special Education, Vocational Education, Vocational Rehabilitation

Presented by the Comptroller General of the U.S. is a 1974 report to the Congress on Federal programs for the handicapped in the areas of special education, vocational education, and vocational rehabilitation. An introductory chapter points out that only 40 percent of an estimated 7 million handicapped children are receiving the education they need, lists areas of responsibility shared by Federal and state governments, and details the extent of Federal involvement in education of the handicapped. Barriers in educating the handicapped discussed include limited availability of educational services, involuntary removal from educational programs, and restrictions (such as age) on access to educational programs. Examined are planning problems such as lack of coordination among Federal programs and agencies, and the lack of integration of Federal programs into state planning. Allocation of funds is seen to suffer from shortcomings in formulas and inadequate guidance to state agencies distributing funds. Assessed are the effects of inadequate program evaluations on program management. It is suggested that the Department of Health, Education, and Welfare implement procedures for systematic planning among organizations responsible for educating and training the handicapped. Other recommendations include the need for systematic collection of data about the handicapped and the need for Congress to eliminate inequities in fund allocation formulas. (LS)

ED 107 020 EC 072 489

Mayer, William V., Ed.

Planning Curriculum Development: With Examples from Projects for the Mentally Retarded. Biological Sciences Curriculum Study, Boulder, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—102p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Conceptual Schemes, *Curriculum Design, *Curriculum Development, Curriculum Evaluation, Educational Objectives, Exceptional Child Education, Financial Policy, *Guidelines, *Mentally Handicapped, *Models, Staff Role

Presented are guidelines based on five federally funded projects for planning and developing curriculum for the mentally retarded. Discussed are the initial steps of identifying the target population, needs, and objectives. Examples of curriculum design, including the rationale and conceptual framework, are provided. Considered are elements of staff selection, product planning (including scheduling and feasibility review), and field test arrangements. Procedures for training staff, field test site personnel, and college and university staff are reviewed. Analyzed are such evaluation aspects as scope, design, and data treatment. Described are dissemination and implementation procedures, including predictability in teacher acceptance, copyrights, and royalties, and commercial channels. Financial considerations, such as independent vs. dependent fiscal status, and sources of project funds are examined. Described are project management issues, including policy procedures and personnel roles. Also provided are brief descriptions of the five projects from which the guidelines are drawn. (CL)

ED 107 021 95 **EC 072 490**
Hayes, Andrew E. Ellis, Norman E.

Planning and Programming for Handicapped Young Children: Tadscript 4.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 74
Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Early Childhood Education, Exceptional Child Education, *Handicapped Children, *National Surveys, *Needs, *State Legislation, *State Programs

Presented is a state-by-state summary of programs and activities for young handicapped children obtained through a 1973 survey of 37 state directors of special education. Each summary includes a brief description of legislation and current programs, plans, and needs. Summarized are general problems common to all states such as a lack of specific objectives to define the services needed by handicapped children and a lack of comprehensive legislation. Also pointed out are common features of legislation, such as the dependence of mandatory programs on funding and commonly perceived legislative needs such as for coordination of services provided within a state. (LS)

ED 107 022 **EC 072 491**

Meyerson, Marion D. Green, Carolyn Banks
Minority Trainees on Speech Satellite Teams: A Manual of Organization and Instruction.
California State Univ., Fresno.

Spons Agency—California Univ., Los Angeles.
Pub Date 74
Note—130p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Disadvantaged Youth, Exceptional Child Education, Guidelines, *Language Handicapped, *Minority Groups, *Program Descriptions, *Speech Handicapped, Speech Therapists, *Undergraduate Study

The manual provides a description of a program to encourage minority undergraduate students to major in communication disorders through paid participation in the delivery of speech and hearing diagnosis and therapy services to underserved segments of a California community. The eight bilingual or bicultural trainees worked two half days a week under the guidance of a graduate student in communicative disorders and participated in a weekly instructional session. Activities of the project included preschool screening of 1,054 children, diagnostic evaluation of 97 persons, and provision of therapy for a total of 55 child or adult clients. Summarized are lectures given trainees on topics such as speech pathology, opportunities in the department and profession, acquisition of language and related skills, bilingual/bicultural children, stuttering, cleft palate, cerebral palsy, aphasia, autism, assessment of speech and language disorders, and

therapy. Briefly described are guest lectures on subjects such as congenital birth defects and Spanish/English speech variations. It is reported that six of the trainees requested admission into the communications disorders department. Appended is additional project information including a diagnostic information packet, information for clinicians, samples of a diagnostic report, and the Department of Communicative Disorders brochure. (DB)

ED 107 023 **EC 072 501**

Language and Adjustment Scale for the Thematic Apperception Test for Youths 12-17 Years.
Data Evaluation and Methods Research, Series 2, No. 62.

Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.

Spons Agency—National Center for Health Statistics (DHEW), Rockville, Md.
Report No.—DHEW-HRA-75-1336
Pub Date Oct 74

Note—92p.; For related information see EC 072 500

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.50)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Adolescents, *Affective Behavior, *Language Development, *Research Projects, *Standardized Tests, Statistical Data, Test Reliability, Test Validity

Identifiers—*Thematic Apperception Test

The report summarizes research on the development and standardization of objectively scored language and adjustment scales for five cards of the Thematic Apperception Test (TAT) used in the Health Examination Survey of a subsample of 1,398 youths 12-to 17-years-old. Described is the development of cognitive and personality measures derived from scores on oral TAT protocols as well as the development of behavioral and rating measures of health and intellectual, academic, and social functioning for use as criteria in the evaluation of TAT factors. It is explained that an important finding was that language development as assessed by the TAT scales is essentially completed by adolescence. A major portion of the document is devoted to 22 supplementary statistical tables and to appendices which include a scoring manual and sample health examination survey forms. (LH)

ED 107 024 **EC 072 506**

Hearing Levels of Youths 12-17 Years, United States. National Health Survey Series 11, No. 145.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-HRA-75-1627

Pub Date Jan 75

Note—92p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.45)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Adolescents, Age Differences, *Aurally Handicapped, Exceptional Child Research, Geographic Regions, *Hearing Loss, *Incidence, National Surveys, Parent Influence, *Racial Factors, Sex Differences, Socioeconomic Status, *Statistical Data

The report of the National Center for Health Statistics presents national estimates of the hearing levels of youths 12-17 years of age in the civilian noninstitutionalized population of the United States. These are based on individual monaural, puretone, audiometric test results of eight frequencies as obtained in the Health Examination Survey of 1966-70 for a national probability sample (N=6,768) representative of the 22.7 million youths in that segment of the population. Age, sex, race, region, urban-rural, income, and parent-education differentials in hearing levels are assessed. Major findings summarized from the study among youths include: that for their better ear more than half had hearing thresholds below (better than) the American Standard Association (ASA) 1951 standard for audiometric zero at all frequencies tested except 6000 Hertz; that hearing levels for girls are generally lower (better) than among boys, by mean differences large enough to be statistically insignificant at 2000-8000 Hertz; that the prevalence of hearing handicap as estimated from

the puretone audiometric test results in this survey is quite low (only about 1.5 percent, or an estimated 281,000 youths 12-17 years of age in this country, have some degree of hearing handicap); and that youths from families with less than \$5,000 per year had higher mean thresholds (poorer hearing) than those from families with income of \$5,000 and over. (Author)

ED 107 025 **EC 072 507**

Resource Services: Preliminary Curriculum Guide for Reading, Mathematics, Spelling, Writing, and Perceptual Development.

Klein Independent School District, Spring, Tex.

Pub Date 74

Note—222p.; Majority of the pages are horizontal each requiring 2 microfiche frames

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Class Activities, Curriculum Guides, Elementary Education, Exceptional Child Education, *Handwriting, Instructional Materials, *Learning Disabilities, *Mathematics, *Perceptual Development, *Reading, Skills, Spelling

The preliminary curriculum guide of the Klein Independent School District of Spring, Texas provides in tabular format, a listing of skills, texts, and resource materials and activities to be used with elementary grade learning disabled students to develop reading, mathematics, spelling, writing, and perceptual skills. Listed are goals for the student such as learning to pay attention to his work and establishing feelings of security, adequacy, and self-respect. Provided for reading are skills at 15 levels which are correlated with texts and resource materials, and teaching aids and activities. The mathematics curriculum is broken down into 17 levels with specific content correlated with texts and resource materials, teaching aids, and vocabulary terms. Guidelines are given for teaching manuscript and cursive writing in addition to the tabular outline of content, materials, and aids. Perceptual development is considered in terms of four areas: motor, visual, auditory, and sensory development. Examples of content skills include naming letters of the alphabet (for reading at the readiness level) and figure-foreground discrimination (for visual perceptual development). (DB)

ED 107 026 **EC 072 508**

Parsley, Marilyn

Education of Handicapped Children: Status Report: School Year 1973-74 and Midyear 1974-75.

Colorado State Dept. of Education, Denver. Div. of Special Education Services.

Pub Date Jan 75

Note—55p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Cost Effectiveness, Exceptional Child Education, *Handicapped Children, *Program Budgeting, *Special Education, *State Departments of Education, State Legislation, State Standards

Identifiers—*Colorado

Reported is the status of Colorado public schools' special education services for the school year 1973-74 and midyear 1974-75. Presented is school year 1973-74 information on students served, not served, and the nature of services rendered. Summarized are data on special education instructional and support staff. Special education costs and revenues are broken down according to categorical programs. A section on qualitative evaluation of services includes percentages of students in each program dismissed with objectives accomplished, and reports of follow-up studies of special education graduates. Examined are inservice programs for the regular teacher. The midyear status report includes data on preschool programs, administrative unit plans, and supplemental requests. Nine appendices provide such information as average staff salaries and student-teacher ratios, and instructional cost by categorical and delivery method. (CL)

ED 107 027 **EC 072 509**

Klein, Zavel E.

Background and Treatment of the Emotional-Behavior Disorders of Children: A Bibliography of Research (1925-1970).

Michael Reese Hospital and Medical Center, Chicago, Ill.

Pub Date [70]

Note—96p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Behavior Problems, *Bibliographies, Childhood, Early Childhood, *Emotionally Disturbed, Exceptional Child Services, Psychiatry, *Psychology, *Research Reviews (Publications), Social Work

The bibliography presents approximately 1,000 citations from psychiatric, psychological, educational, social work, and public health literature dealing with emotionally disturbed, behaviorally disordered children under 12 years of age. Usually provided for each citation are the title, author's name, source, date, and pagination information. Entries are grouped alphabetically by author's name within the following categories: normative and epidemiological studies of emotional-behavior problems among children, description and classification of children's emotional-behavior problems, client variables, the clinic as a treatment setting, treatment of children's emotional-behavior problems, psychological tests and measurement instruments related to research, therapist variables, studies of treatment outcome and followup, issues and methods of research in study of change and treatment, and "therapy" outside the clinic. An author index is also provided. (CL)

ED 107 028

EC 072 513

Magne, Olof

Didakometry No. 43.
School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Oct 74

Note—13p.; Paper presented at the Congress of the European Association for Special Education (2nd, Madrid, Spain, June 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Child Development, *Classification, *Conceptual Schemes, Exceptional Child Education, Foreign Countries, *Learning Disabilities, *Mathematics, *Models

Identifiers—Sweden

With reference to data from a Swedish investigation into learning difficulties in mathematics, an analysis is presented of models and taxonomies applied to special education problems. The author suggests that such developmental cognitive theories as those of J. Bruner, J. Piaget, and R. Gagne are suitable as a starting point for a taxonomy in mathematics for low achievers but contain inconsistencies. Proposed is a three dimensional model which relates the child's stage of development, instructional objectives and activities, and mathematics content categories. (Author/DB)

ED 107 029

EC 072 514

Kelly, Joseph J. And Others
Readiness Continuum.

East Pennsylvania Area School District, Enola, Pa.

Pub Date 73

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavior Problems, *Class Activities, *Curriculum Guides, Exceptional Child Education, Handwriting, Hyperactivity, Kindergarten, *Language Development, *Learning Disabilities, Number Concepts, Primary Grades, *Readiness (Mental), Reading Readiness

Presented is a curriculum guide to the readiness level of the child who is hyperactive, a behavior problem, or unable to sustain attention. The following areas are included: language development (including perceptual-motor skills), physical development (following the Frostig Perceptual Program), alphabet and sounds, creative exercises, language arts, math concept skills, mathematics, music, reading readiness, science, social studies, speech and language, and writing. A readiness continuum is outlined. Areas are usually divided into phases with instructional objectives and activities listed. Examples of objectives include developing alternating laterality (for gross motor coordination), comparing sizes (for perceptual constancy), recognizing letters, developing dramatization and pantomime (for language arts), developing the concept of zero (for mathematics), beginning music reading, studying the seasons (science), and printing name (writing). (DB)

ED 107 030

EC 072 517

McCurley, Arlene Bell

Answers for Parents of the Child with Learning Disabilities. Showing and Telling It Like It Is!
Calcasieu Parish School System, Lake Charles, La.

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Exceptional Child Education, *Guidelines, *Learning Disabilities, *Parent Education

The guidebook for parents of learning disabled (LD) children provides answers to questions such as the following: What is a learning disability? How does an LD child behave? What should parents who suspect their child has a learning disability do? Can an LD child succeed in school? How should parents discipline an LD child? How can parents manage a hyperactive child? For example, it is suggested that any combination of the following problems may cause an LD child to fail despite average intelligence: poor concept of time and of spatial relationships, inability to deal with sequence, poor listening ability, problems of attention, inability to receive and organize information from several senses, or poor self-esteem. (GW)

ED 107 031

EC 072 518

Fitzmaurice, Peggy, Comp. And Others

Language Development Activities through the Auditory Channel.

Stark County Dept. of Education, Louisville, Ohio.

Pub Date Sep 74

Note—60p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Auditory Perception, Auditory Training, *Aural Learning, *Class Activities, *Educable Mentally Handicapped, Exceptional Child Education, Expressive Language, *Language Development, *Learning Disabilities, Mentally Handicapped, Receptive Language, Speech Skills

Presented primarily for use with educable mentally retarded and learning disabled children are approximately 100 activities for language development through the auditory channel. Activities are grouped under the following three areas: receptive skills (auditory decoding, auditory memory, and auditory discrimination); expressive skills (auditory vocal association, auditory visual association, auditory closure, and sound blending techniques); and speech improvement. Each entry begins with a statement of the activity's purpose, followed by a list of materials needed (when applicable) and a description of the procedures involved. Sample activities suggested include a game in which children repeat patterns of drum beats (to develop auditory memory), an exercise in which they describe hidden objects to each other (to strengthen use of complete sentences), and a series of poems (to improve speech). (LS)

ED 107 032

EC 072 519

Wood, Paula

Principals and Teacher Consultants Can Be a Team. Final Report of an Institute.

Michigan State Dept. of Education, Lansing.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 74

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrative Policy, Group Dynamics, *Handicapped Children, *Inservice Teacher Education, Institutes (Training Programs), *Interpersonal Relationship, Program Planning, *Role Perception, *Scheduling, Services

Described is an inservice institute designed to develop successful working relationships between school principals and special education teacher consultants. Discussed in small group sessions were topics such as adult interaction techniques, scheduling, role definition, and working with regular teachers. It was recommended that common concerns be discussed and possible solutions developed in an open atmosphere prior to the school year. (LH)

ED 107 033

EC 072 520

Stephens, Beth, Ed. And Others
Training the Difficult Retardate.

Temple Univ., Philadelphia, Pa. Dept. of Special Education.

Spons Agency—Philadelphia School District, Pa. Dept. of Special Education.

Pub Date 72

Note—132p.; Proceedings of a Workshop conducted by Department of Special Education, Temple University (Philadelphia, Pennsylvania, Summer 1972)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Cognitive Development, Custodial Mentally Handicapped, Equal Education, Exceptional Child Education, Language Development, *Mentally Handicapped, Motor Development, Operant Conditioning, Program Descriptions, Self Care Skills, *Severely Handicapped, Social Development, Student Evaluation, *Teaching Methods, *Workshops

Identifiers—Informal Assessment

Described is a 1972 workshop designed to train Pennsylvania personnel in assessing and programming for low functioning or difficult retardates. State legislation dealing with education of the retarded is reviewed. Considered are assessment techniques in the following areas: motor, communication, cognitive, and social-emotional development and maladaptive behavior. Profiling an individual's development and establishing behavioral objectives for motor, self-help, communication, language, cognitive, and social emotional skills are discussed, and techniques of behavior modification, parent training, and programming for the blind, deaf, and multiply handicapped retarded are examined. Explored is the role of supportive personnel in programming for the low functioning child. The Mansfield Training Program for the severely and profoundly retarded is described, and evaluations of the workshop and training model are summarized. Also included are listings of approximately 100 references, workshop materials (including texts, films, and handouts), materials available from United Cerebral Palsy Associations, and workshop participants. (CL)

ED 107 034

EC 072 521

Taylor, James R.

A Comparison of the Adaptive Behavior of Retarded Individuals Successfully and Unsuccessfully Placed in Group Living Homes.

Pub Date Apr 73

Note—24p.; Paper presented at the Annual Meeting of the International Council for Exceptional Children (51st, Dallas, Texas, April 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adjustment (to Environment), Adolescents, Adults, *Behavior, *Educable Mentally Handicapped, Exceptional Child Research, Failure Factors, *Group Living, Mentally Handicapped, Predictive Measurement, *Rating Scales, Success Factors, Young Adults

Identifiers—*Deinstitutionalization

Compared were the adaptive behavior and IQ scores of educable retarded persons 16- to 45-years-old who were successful (N=47) in group living. Scores of parts 1 and 2 of the Adaptive Behavior Scale, including domains of independent functioning, language development, antisocial behavior, and unacceptable or eccentric habits were correlated to house parents' determination of success or failure. Data indicated a significant difference between the two groups. Behavior domains linked to nonsuccessful group living included untrustworthy behavior, economic activity, and hyperactive tendencies. Results suggested the feasibility of insuring appropriate placement through behavior rating. (CL)

ED 107 035

EC 072 522

Berg, Frederick S.

Acceptance of the Video Articulator.

Pub Date 74

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Auditory Training, *Aurally Handicapped, *Electromechanical Aids, Exceptional Child Education, Sensory Aids, *Speech Evaluation, *Speech Therapy, *Visual Stimuli

Identifiers—*Video Articulator

Described are basic electronic features and results of research on the Video Articulator, an electrovisual speech analyzing device which has been used in speech training for the hearing im-

paired. Data are presented from studies of the validity and reliability of video patterns produced by various speakers using the Video Articulator and by the same speaker using two articulators. Results of several investigations which indicated that hearing impaired persons are able to identify video patterns using the device are reported. A target program using the Video Articulator for shaping and refining speech is explained briefly, and sensory contributions of the device (such as in enabling a child to see sounds he cannot hear) are pointed out. (LS)

ED 107 036 EC 072 616

Wilcox, Hayes E.

The Educational Cooperative: Exceptional Children Activities.

Appalachia Educational Lab., Charleston, W. Va. Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Mar 72
Note—77p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Administration, *Cooperative Programs, *Educational Needs, Exceptional Child Education, Guidelines, *Handicapped Children, *Program Planning, Regional Programs, Resource Guides, School Districts
Identifiers—Appalachia

The manual provides personnel of educational cooperatives (confederations of local school districts) with information to stimulate involvement in special education (SE). Four basic divisions cover the following areas: definitions and other data deemed necessary for a basic knowledge of exceptional children's education in Appalachia; suggestions for executive directors attempting to establish SE activities; information on activities suited to cooperative involvement, data on model programs, and lists of curriculum aids; and a listing of further sources of information. Guidelines concern such topics as assessment, inadequate financial support, and lack of interest and support from school personnel. The areas deemed appropriate for cooperative involvement include the position of a SE coordinator, curriculum materials evaluation, facility planning and development, development of cooperative diagnostic team and a paraprofessional staff, inservice training, parent education, a resource center, a demonstration program, and media systems. Appendices contain a list of state offices coordinating programs for the mentally retarded, tentative totals of handicapped children in Claiborne County, references on regional SE activities, addresses of organizations in the Special Education Instructional Materials Centers/Resource Materials Centers Network, and a list of bibliographies available from The Council for Exceptional Children. (GW)

ED 107 037 EC 072 617

Jenzema, Carl Trybus, Raymond J.

Reported Emotional/Behavioral Problems Among Hearing Impaired Children in Special Educational Programs: United States, 1972-73. (Series R, No. 1).

Gallaudet Coll., Washington, D.C. Office of Demographic Studies.

Pub Date Feb 75
Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Age Differences, *Aurally Handicapped, *Behavior Problems, Demography, Educational Background, *Emotional Problems, Etiology, Exceptional Child Research, Hearing Loss, *Incidence, Racial Factors, Sex Differences, *Statistical Data

A 1972-73 survey of 43,946 students in special education programs for the hearing impaired provided data on the relationship of reported emotional/behavioral problems to the following demographic variables: program type, sex, ethnic background, birth year, age at onset, degree of hearing loss, etiology, and existence of additional handicapping conditions. A total of 3,438 students were reported as having educationally significant emotional/behavioral problems. The greatest differences in rates of reporting emotional/behavioral problems were related to the student's sex (higher rates among males) and the presence or absence of other handicapping conditions (higher rates among those with other handicapping conditions). (Author/LS)

ED 107 038 95 EC 072 618
Resource Guide: Specific Learning Disabilities: A Guide for Teachers and Administrators, State of Mississippi.

Mississippi State Dept. of Education, Jackson. Div. of Instruction.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [74]

Grant—OEG-0-71-4436

Note—317p.

EDRS Price MF-\$0.76 HC-\$15.86 PLUS POSTAGE

Descriptors—Administrative Personnel, Curriculum Guides, Educational Diagnosis, Exceptional Child Education, Instructional Materials, Language Development, *Learning Disabilities, *Legislation, Models, *Resource Centers, *Resource Guides, Teachers, *Testing

Designed for teachers and administrators in Mississippi, the resource guide provides basic information relating to the education of children with specific learning disabilities (SLD). Federal and Mississippi state laws and policies relating to SLD children are explained. A model is presented dealing with instructional aims and learning processes related to receptive, associative, and expressive language. Guidelines for organizing a resource room for LD programs discuss suggestions for physical facilities, ways of encouraging parent cooperation and involvement, means of providing school personnel with program information, and scheduling procedures for coordinating the resource room with the regular school program. Diagnosis and evaluation are considered, and an annotated list of diagnostic tests which includes publishers' addresses is provided. Numerous samples of curriculum activities are outlined, each of which specifies the learning modality, the learning channel, the developmental area, the behavioral objective, sequential enabling activities, and necessary materials or references. A chart of curriculum materials indicates the area to which the materials pertain (such as reading or mathematics), the type and level of the materials, the price, and the publisher. A brief resource guide is included. (GW)

ED 107 039 EC 072 619

Morgan, James M.

Computer-Assisted Instruction for the Blind and Deaf.

Cincinnati Public Schools, Ohio.

Pub Date Feb 75

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Aurally Handicapped, Blind, *Computer Assisted Instruction, *Deaf, Exceptional Child Education, Inservice Teacher Education, Mathematics, *Program Effectiveness, *Program Planning, Reading, *Visually Handicapped

Identifiers—Cincinnati, Elementary Secondary Education Act Title III, ESEA Title III

A Title III project was initiated to develop and test a program of computer-assisted instruction (CAI) in mathematics and reading for approximately 400 visually or aurally handicapped students in Cincinnati. Students were identified and given pretests to determine their needs, and their special education teachers were trained to prepare appropriate CAI lesson material and to monitor student progress. During the project's initial year, the achievement of deaf students was analyzed, and attitude scales were administered to teachers, students, and parents. Preliminary results indicated that teachers were able to implement the CAI system with deaf students; that CAI was beneficial for the hearing-impaired; that students, teachers, and parents reacted favorably toward CAI use; and that further hardware and software development will be necessary before CAI can be fully implemented and tested with visually impaired students. (LH)

ED 107 040 95 EC 072 620

Harris, Gail A. Miller, Sharon K.

A Plan for Improved Services for the Developmentally Disabled in Michigan.

Michigan Association for Retarded Children and Adults, Lansing; Michigan State Dept. of Public Health, Detroit.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Developmental Disabilities.

Pub Date Jun 74

Note—165p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Delivery Systems, Exceptional Child Services, Incidence, Institutionalized (Persons), *Program Descriptions, *Program Planning, State Agencies, State Programs, *State Surveys
Identifiers—Deinstitutionalization, *Developmental Disabilities

Presented is Michigan's plan for improving services to the developmentally disabled who are institutionalized or at risk for unnecessary institutionalization. Such planning principles as accountability and normalization are said to be the basis for recommendations at the state, regional, and local levels, as well as for state home and training schools. Reviewed are procedures and methods of plan development. Reported are project findings regarding state home and training schools (including incidence figures for secondary handicaps and rehabilitative program descriptions) and community programs and services (including the need for a central referral service and home counseling). Position papers on educational programs for residential placements, nursing homes, prevention, nutrition, and dental services are provided. Diagrammed is a proposed organization system. Outlined is agency and service delivery model information for infants, preschoolers, children, adolescents, young adults, adults, and the elderly. Among the four appendices are sample surveys and workshop programs. (CL)

ED 107 041 EC 072 642

Greer, Bobby G. And Others

The Development of the Disability Opinion Surveys and the Social Distance Survey: Preliminary Report.

Memphis State Univ., Tenn. Dept. of Special Education and Rehabilitation.

Pub Date Sep 74

Note—76p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Attitudes, Discriminatory Attitudes (Social), Exceptional Child Research, *Handicapped Children, Professional Occupations, *Questionnaires, *Rating Scales, Special Education, Surveys

Identifiers—*Disability Opinion Survey, Social Distance Survey

To determine whether individuals project their own locus of control to their attitude toward the disabled, several forms of a disability opinion survey based on J. Rotter's concepts were developed. The Disability Opinion Survey (DOS) (Form IS) was administered to 99 undergraduate and graduate students in special education and rehabilitation; and a demographic information sheet, the Attitude Toward Disabled Persons Scale, the DOS (Forms IS and IST), and the Social Distance Survey (SDS) were administered to 216 Ss consisting of 99 inservice special education teachers and three classes of special education and rehabilitation majors. Findings led to the following preliminary conclusions: that the Internal-External scale of the DOS measured the degree of respect the S held for the internal motivations of disabled persons; that Ss having more professional training in working with disabled persons tended to score toward the internal end of the continuum; that the Special Consideration scale of the DOS measured the tendency of the S to extend special considerations to disabled persons; that the Treatment scale of the DOS tended to tap the S's view of the effectiveness of rehabilitation programs for the disabled; and that the DOS (Forms IS and IST) and the SDS appeared to have much promise in measuring affective dimensions in persons intending to work professionally with the disabled. (GW)

ED 107 042 95 EC 072 643

Baxter, Jan

Development and Implementation of Secondary Special Education Programs.

Michigan State Dept. of Education, Lansing.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Adjustment (to Environment), *Behavioral Objectives, Daily Living Skills, Educational Needs, *Educational Objectives, Exceptional Child Education, *Handicapped Children, Performance Criteria, *Prevocational Education, Program Development, Secondary Education, *Vocational Education

Identifiers—Michigan

Discussed are criteria for developing and implementing secondary school special education programs leading to a high school diploma for exceptional students in Michigan. It is explained that handicapped students should be integrated into regular programs whenever possible but that an Educational Planning and Placement Committee may recommend special programs or services based on an individualized assessment of a student's needs and followed by establishment of educational goals and performance objectives. Recommended are minimal performance objectives for personal adjustment, prevocational and vocational education for students who cannot complete a regular course of study. Vocational rehabilitation services are briefly described, and an educational accountability model is presented for developing secondary level programs for the handicapped. An appendix contains procedures for involving parents, students, teacher, administrators, and community members in helping the Board of Education to select appropriate terminal objectives. (LH)

ED 107 043 95 **EC 072 644**

Black, E. Eugene And Others

Guidelines for the Training of Special Education Teachers: The Report of a Special Study Institute.

California State Dept. of Education, Sacramento. Div. of Special Education.

Spons Agencies—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date 73

Note—78p.; For additional information see ED 085 959

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Effective Teaching, *Evaluation Criteria, Exceptional Child Education, *Guidelines, *Handicapped Children, Institutes (Training Programs), *Performance Based Teacher Education, *Special Education Teachers

Identifiers—Final Reports

The final report of a special study institute to develop guidelines for training special education teachers outlines 264 competency statements derived from two post institute evaluations by 90 California college and university instructors and selected student. Reviewed are the background, planning, and activities of the institute as well as recommendations made by participants concerning evaluation of teacher training programs. Appendixes contain a copy of the evaluation questionnaire, instructions for both the first and second evaluations, and a list of participating higher education institutions. (LH)

ED 107 044 **EC 072 645**

The Resource Room: A Practical Approach to Providing Instruction for Mildly Handicapped Children.

South Carolina State Dept. of Education, Columbia.

Pub Date Jan 74

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Definitions, Emotionally Disturbed, Exceptional Child Education, *Handicapped Children, *Instructional Materials, Learning Disabilities, *Resource Centers, Resource Teachers, Student Placement

Identifiers—South Carolina

Briefly explained are the concept, goals, function, and programming of the resource room approach to providing supplementary instructional support for mildly handicapped children. Noted in an operational mechanics section are facilities needed and procedures for initial referral, student identification and evaluation, scheduling, and reporting student progress. Listed are 52 instructional materials and equipment which have been used successfully in resource rooms, teaching competencies (such as the ability to assess students' educational needs), and potential problems (such as helping regular classroom teachers to ac-

cept the resource program). Defined are criteria for state reimbursement of resource room teachers in South Carolina. Appendixes contain definitions of educable mentally handicapped, emotionally disturbed, and learning disabled pupils; information on screening and evaluation procedures; and forms for initial pupil referral and program evaluation. (LH)

ED 107 045 **EC 072 646**

Black, Robert S. Fusco, Carol B.

Guidelines for the Implementation of Programs for Pupils Who Are Orthopedically Handicapped.

South Carolina State Dept. of Education, Columbia.

Pub Date Apr 75

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Architectural Barriers, Definitions, Educational Objectives, *Educational Programs, Exceptional Child Education, Financial Support, Individualized Instruction, *Physically Handicapped, State Legislation, *State Standards, Teacher Certification, Transportation

Identifiers—*South Carolina

Guidelines are provided for the development of programs in South Carolina for orthopedically handicapped (OH) pupils. Basic information is given concerning the definition of orthopedic handicap, the legal mandates on the education of OH pupils, funding sources, authorized programs (whether self-contained programs, resource rooms, or itinerant programs), requirements for teacher certification, and provision of transportation to OH pupils. Also noted are provisions for removing architectural barriers, the goal of assisting each pupil to reach his/her fullest self-realization, placement procedures, educational goals (self-realization, effective human relations, economic efficiency, and civic responsibility), and the need to individualize curriculum presentation to accord with students' needs. Appendixes contain a list of referral agencies and their addresses, a list of materials and equipment sources and their addresses, and a list of basic equipment (including wheelchairs and wrist weights) that indicates prices. (GW)

ED 107 046 **EC 072 647**

Caldwell, Erin Kent Brooks, Benjamin L.

A Competency Based Special Education Undergraduate Internship at Western Carolina Center for the Mentally Retarded.

Appalachian State Univ., Boone, N.C.

Note—190p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Behavior Change, Exceptional Child Education, *Mentally Handicapped, Operant Conditioning, *Performance Based Teacher Education, *Program Descriptions, Reinforcement, Special Education, *Undergraduate Study

Reported is a competency based internship program at Western Carolina Center for the Mentally Retarded for undergraduate students in special education at Appalachian State University. Explained are the consumer based approach embodied in applied training programs, the goal of providing practical and reality-based applications of knowledge assimilated in the classroom, and the activities schedule during the internship program. The physical characteristics and educational programs of three areas at the Western Carolina Center are described. The following four program phases are documented: orientation procedures; a preparatory course in the theory and practical application of behavioral modification principles, and a multidisciplinary seminar conducted by Western Carolina Center staff members who deliver seminars in their areas of specialization; the correlation of objectives in academic learning packages (on the mentally retarded, contingency management, music, and the psychology of disability) and practicum learning packages (on classroom management, modification principles, music, and medical aspects of disabilities); and program evaluation. Appendixes include a map of Western Carolina Center, a paper on the role of psychologists at the center, a list of practicum competencies in classroom management, an evaluation of the application of behavioral principles, a list of practicum competencies on the use of music in the classroom, and a list of practicum competencies related to the medical aspects of disabilities. (GW)

ED 107 047 **EC 072 648**

The Educable Mentally Retarded Student in the Secondary School: What Research Says to the Teacher.

National Education Association, Washington, D.C.

Pub Date 75

Note—35p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1033-7-00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Classification, *Educable Mentally Handicapped, *Educational Needs, Exceptional Child Education, Learning Processes, Mentally Handicapped, *Secondary Education, *Social Attitudes

The pamphlet offers an overview of the position of the educable mentally handicapped (EMH) student in secondary schools in discussions of the classification of EMH pupils, social attitudes, learning processes, and educational needs. Definitions (current and historic) and causes of MH are canvassed briefly. Historical, cultural, and current attitudes toward MH are considered along with recent legislation mandating the rights of mildly retarded children to education. Explained are developmental and difference theories of the learning processes of EMH pupils, and the need for improved teacher education. A discussion of ways to meet the educational needs of EMH pupils considers curriculum design, instructional methods, educational diagnosis, and the roles of teachers, administrators, parents, employers, and the community. Comments of pupils classified as EMH on their condition are included. (GW)

ED 107 048 **EC 072 649**

Case Studies in Special Education: Cuba, Japan, Kenya, Sweden.

Japanese National Commission for UNESCO, Tokyo.; National Swedish Board of Education, Stockholm.

Pub Date 74

Note—195p.

Available from—Unipub, Box 433, Murray Hill Station, New York, New York 10016 (\$7.95)

Document Not Available from EDRS.

Descriptors—Cooperative Programs, *Educational Programs, Exceptional Child Education, *Foreign Countries, *Handicapped Children, Historical Reviews, Identification, International Programs, Legislation, *National Programs, Normalization (Handicapped), Public Opinion, *Special Education, Teacher Education, Trend Analysis

Identifiers—Cuba, Japan, Kenya, Sweden

Collected is information provided by Cuba, Japan, Kenya, and Sweden on the historical background, the present situation, and the future outlook of their systems of special education. Introductory comments compare the national systems in terms of historical developments, arrangements for identifying the handicapped, special educational provisions, integration of the handicapped into ordinary schools, and the training of special education teachers. Information on Cuba pertains to the Technical Department of Education for the Mentally Retarded, schools for pupils with behavioral disturbances and for deaf, hard of hearing, and blind pupils, vocational education in special schools, identification of pupils for special schools, teacher training, public opinion, and future trends. Aspects of Japanese services that are considered include national policy, historical background, current provisions, teacher training, legislation, government financial support, public opinion, and future trends. The material on Kenya deals with the establishment and development of special education, identification of handicapped children, provisions for the handicapped, integration with ordinary students, teacher training, international cooperation in special education and teacher training, legislation, public opinion, and future trends. The data from Sweden focus on terminology, the establishment and development of special education, identification of the handicapped, provisions in schools and special classes, integration with ordinary students, teacher training, schooling for integration into the community, and international cooperation in special education and teacher training. (GW)

ED 107 049 95 **EC 072 650**

Cramer, John J. Gilmore, Joseph T.
Design for Competence Based Education in Special Education.

State Univ. of New York, Albany, Office of the Regents.; Syracuse Univ., N.Y. School of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 74

Grant—OEG-0-73-6140

Note—166p.; Proceedings from a New York State Conference on Competence Based Teacher Education and Special Education

Available from—Syracuse University, Teacher Education, Division of Special Education and Rehabilitation, School of Education, Syracuse, New York

Document Not Available from EDRS.

Descriptors—Affective Behavior, *Conference Reports, Exceptional Child Education, *Handicapped Children, Interpersonal Competence, Models, Parent Role, *Performance Based Teacher Education, Program Descriptions, Program Planning, *Special Education, Teacher Certification

Reported are proceedings of a conference on competency based teacher education (CBTE) and the preparation of special educators. Papers on the following topics are included: CBTE and the education of the handicapped (H. Saettler); models for coalitions in special education teacher training (M. Reynolds); principles and practices for designing special education CB programs (W. Houston); practical considerations in implementing CB special education training programs (A. Blackhurst); delineating, training, and evaluating particular competencies in special education (J. Strauch); the affective development of teachers (E. Schultz); the City University of New York's CBTE module project (P. Kay); parent involvement in the education of young handicapped children (S. Cohen); interpersonal perception (L. Ruderman); and professional certification and CBTE in New York state (V. Gazzetta). Included are summaries of a discussion on teacher preparation and certification, role-alike group discussions, and consortial group discussions. Also provided are a statement of the New York State United Teachers' position and guidelines on CBTE, a bibliography of selected and annotated CB references and curriculum materials, and lists of conference planners and participants. (GW)

ED 107 050 95 **EC 072 680**

Armstrong, Jenny R., Ed.
A Sourcebook for the Evaluation of Instructional Materials and Media.

Special Education IMC/RMC Network, Arlington, Va.; Wisconsin Univ., Madison. Special Education Instructional Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Grant—OEG-2-6-062473-1717(607); OEG-32-59-0500-1002

Note—520p.

EDRS Price MF-\$ 0.92 HC-\$26.02 PLUS POSTAGE

Descriptors—*Evaluation Methods, Exceptional Child Services, *Handicapped Children, *Instructional Materials, *Instructional Media, *Models

Described is a generalized model for the evaluation of instructional materials and media designed to be usable by the Instructional Materials Centers/Regional Media Centers/Regional Resource Centers Network. The model is described as a guide to the inclusion of the critical elements in an evaluation problem situation. Discussed are a system for the identification and classification of instructional materials and media, instructional materials identification, a specific procedure for classification of information on instructional materials and media, measurement of teacher responses to and evaluations of instructional materials, and sequential analysis as a teacher judgment summarization technique. Also explored are procedures for the identification of exemplary materials criteria, and the appraisal of instructional materials and media by experts. Other topics considered are the optimizing of cooperative teacher behaviors in the field test setting, methodologies for the evaluation of instructional materials and media, and sequential analysis as a means of evaluating pupil per-

formance. The author describes general procedures for selecting instructional materials as well as procedures for the selection of materials at various stages of the evaluative process. Appendixes contain a bibliography and a set of forms for evaluating instructional materials and media. (GW)

ED 107 051 88 **EC 072 681**

Insight Unlimited: Catch 'em Early; A Screening, Remediation, and Developmental Program for the Whole Child.

Delaware Community School Corp., Muncie, Ind. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 69

Note—265p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Educational Diagnosis, Exceptional Child Education, *Identification, Instructional Materials, *Learning Disabilities, Maturation, Parent Education, *Preschool Education, *Program Planning, Readiness (Mental), Records (Forms), *Screening Tests, Teacher Education Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The report reproduces forms and discusses procedures used in a preschool clinic designed to assess learning disabilities, developmental lags, and school readiness in a regular elementary school setting. Introductory remarks point out such matters as the importance of organizing auxiliary personnel into a pupil personnel services team, the need to schedule so that not over 25 students are screened per half day, and the helpfulness of informing parents ahead of time that they will be at the clinic for approximately two and one-half hours. Forms for a press release and a parent letter are included. Forms for information on perceptual screens such as the following are provided: a behavior responses checklist, the Frostig tests, and a health department worksheet. Staff handouts on the theory of perceptual training and on activities specifically designed to enhance abilities such as verbal expression and kinesthetic skills are given. Parents handouts suggesting guidelines on home training activities are also included. In addition, the report contains professional referral and record forms, a list of materials found useful in establishing the program, and sample correspondence. (GW)

ED 107 052 **EC 072 696**

Karnez, Merle B. Zehrbach, R. Reid
A Comparison of Different Approaches for Educating Young Gifted Children. (RAPYD II Project).

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Spons Agency—Illinois State Office of the Superintendent of Public Instruction, Springfield. Gifted Children Section.

Pub Date Jul 74

Note—188p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Divergent Thinking, *Educational Methods, Exceptional Child Research, *Gifted, Intelligence Quotient, Kindergarten, *Open Education, *Program Evaluation, *Socioeconomic Status

Identifiers—*Structure of Intellect

Evaluated were the effects of three different instructional programs (open education, structure of the intellect, and conventional contrast) on 56 bright kindergarten children of either high or low socioeconomic status (SES). Recognized experts evaluated the open and structured classes giving them positive ratings as being representative of the intended model (contrast classes were the regular kindergarten programs offered in the public schools which usually emphasized organized large and small group activities). The results included the following: a mean gain in IQ scores of four points with no significant interaction found among the class models or between high and low SES students, no significant difference in divergent thinking among class models but better performance by high SES children, existence of differences in question types used by teachers (with contrast teachers using a more cognitive memory type of question), no differences in performance among class models on the Illinois Test of Psycholinguistic Abilities though different scoring patterns were observed

for high and low SES students, and slightly more positive program appraisals by parents of children in the open education program. (DB)

ED 107 053 **EC 072 697**

O'Leary, Hal

The Winter Park Amputee Ski Teaching System.

Pub Date 74

Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Amputees, *Athletics, Exceptional Child Education, Guidelines, Physically Handicapped, *Recreation, *Teaching Methods Identifiers—*Skiing

The three track method of teaching amputees to ski is presented in the illustrated manual. Problems unique to amputee skiers—care of hands, conditioning, care of stump, fatigue, excessive standing, wind, and balance—are discussed in terms of their implications to the amputee skier and practical solutions in attempting to solve them. Specific performance goals and step-by-step progressions are presented for walking; falling; getting up; hop turns; sidestepping; straight running; stopping; riding chair, T-bar, and Poma lifts; traverse; uphill Christy; Christy turn; Christy with preturn; and shortstopping. Both pictures and drawings of the outrigger ski are included. (Author/DB)

ED 107 054 **EC 072 698**

Indianapolis Public Schools: Special Education

Comprehensive Plan. Volumes 1 and 2.

Indianapolis Public Schools, Ind.

Pub Date 71

Note—278p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Clinics, *Curriculum Guides, Diagnostic Teaching, Exceptional Child Education, *Handicapped Children, Program Planning, *Program Proposals, *School Districts Identifiers—*Indianapolis

Presented are Volumes 1 and 2 of the Indianapolis Comprehensive Special Education Plan as of July 1, 1971. Included are a description of the planning district (a total of 120 schools) and scope of the proposed program. Individually discussed in tabular and narrative form are program plans for the following exceptionalities: speech handicapped, hard of hearing, deaf, visually handicapped, educationally handicapped, trainable mentally retarded, educable mentally retarded, multiply handicapped, and physically handicapped. A timetable extending from 1970 to 1974 is given. Facility, personnel, and student enrollment data are summarized. Volume 2 consists of the following additional information: lists of membership and activities of special education planning committees, teacher recruitment information, a directory of services in Marion County for the handicapped (with facilities listed alphabetically including addresses and a brief description), a general overview of the instructional program from kindergarten through eighth grade (organized by subject areas within grades and including lists of instructional materials and learning areas), and the draft of a proposal to develop a comprehensive diagnostic teaching clinic. (DB)

ED 107 055 95 **EC 072 716**

Ruschmeier, Veronica M., Ed. Rockwell, Linda, Ed.

EMR Curriculum Guide: Junior High and Senior High.

Curriculum Development Project for the Educable Mentally Retarded, Lake Butler, Fla.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Jun 74

Note—638p.

EDRS Price MF-\$ 1.08 HC-\$32.37 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Class Activities, *Curriculum Guides, *Educable Mentally Handicapped, Exceptional Child Education, Interpersonal Competence, *Junior High Schools, Mathematics, Mentally Handicapped, Physical Development, Provocational Education, Reading, *Senior High Schools, Social Development

Presented are two curriculum guides written and field tested by teachers for junior and senior

high school educable retarded students. In each guide behavioral objectives are set forth for basic skills (listening, speaking, reading, arithmetic, writing, environmental awareness, and consumerism), vocational competencies (attitudes, choosing a job, and job skills), social competencies (concerning self, family, school, and community), and physical skills (leisure time, body use and function, and health and safety). Entries usually contain information about age level, learning area, specific and interim objectives as well as teaching activities. Included in 12 appendices are a list of functional words and vocationally related words, and descriptions of games and activities. (CL)

ED 107 056

EC 072 717

Kline, Donald F. Hopper, Mark A.
Child Abuse: An Integration of the Research Related to Education of Children Handicapped as a Result of Child Abuse. Final Report.

Utah State Univ., Logan. Dept. of Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 75

Contract—OEC-0-74-9052

Note—136p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Bibliographies, *Child Abuse, *Definitions, Disadvantaged Youth, Exceptional Child Education, Glossaries, *Identification, *Literature Reviews, Research Reviews (Publications)

Reviewed in terms of a concept analysis: is the literature on child abuse, and presented is an annotated bibliography of approximately 550 journal articles, 18 books, 6 dissertations, and 40 pamphlets on child abuse. Briefly reviewed is the historical context of child abuse. A concept analysis of child abuse is offered which suggests that any individual under the age of 18 who is under the charge of a caretaker and who is nonaccidentally injured should be identified as an abused child. A glossary of approximately 55 terms is given. The review of educationally relevant literature notes the frequent lack of definitions and narrow focus. Seven followup studies of abused children are summarized. It is suggested that research be conducted in areas such as the educational correlates of child abuse. Appended are examples of the application of concept analysis to the identification of abused children. The bibliography is alphabetical by author within format categories and includes bibliographical data and a brief nonevaluative description. (DB)

ED 107 057

EC 072 718

Friedman, Paul

Mental Retardation and the Law: A Report on Status of Current Court Cases.

President's Committee on Mental Retardation, Washington, D.C.

Pub Date Nov 74

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Architectural Barriers, *Civil Liberties, *Court Cases, Discriminatory Attitudes (Social), Due Process, *Equal Education, Exceptional Child Education, Exceptional Child Services, Handicapped, *Handicapped Children, *Legal Responsibility

Identifiers—Sterilization

In addition to analyses to two decisions on right to treatment (Donald v. O'Connor and Wyatt v. Aderholt), the journal considers 10 new cases, updated information on 34 cases reviewed in previous issues, and 31 other cases dealing with legal rights of handicapped persons. Summaries of new cases include Ohio's Davis v. Watkins (right to treatment), Indiana's Sonnenburg v. Bowen (right to just compensation for labor) and California's West v. Secretary of Defense, (right to education). Updated information is given on such cases as Alabama's Wyatt v. Stickney (right to treatment), California's Larry P. v. Riles (right to fair classification), Ohio's Driscoll v. Goldberg (exclusionary zoning, and Connecticut's Albrecht v. Carlson (right to control money). Other cases for which only limited information is available cover topics of right to education, right to fair classification, right to treatment, right to just compensation, architectural barriers, and sterilization. Also listed are closed cases reported in earlier issues. (CL)

ED 107 058

EC 072 719

Vassar, William G.

Connecticut's Comprehensive Model for the Education of the Gifted and Talented.

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Pub Date Jan 75

Note—20p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Conceptual Schemes, *Consultants, Educational Planning, Exceptional Child Education, *Gifted, *Legislation, Models, Program Budgeting, *State Programs, *Teacher Education

Identifiers—Connecticut

Described is Connecticut's comprehensive model for the education of the gifted and talented. Discussed are the following basic program components: state legislation and funding to provide reimbursement to local school districts for special programs or services, full-time consultative leadership in programming for the gifted and talented, and a coordinated professional development component encompassing preservice and inservice training as well as advanced graduate study. Also provided are an historical perspective of Connecticut programs for the gifted and a brief listing of informational resources. (LH)

ED 107 059

95

EC 072 720

Cain, Nancy Eller, Comp.

Financing Education Programs for Handicapped Children: Regional Conference Highlights. Report No. 50.

Education Commission of the States, Denver, Colo. Handicapped Children's Education Project.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 74

Grant—OEG-0-72-0242(607)

Note—94p.; Selected papers and highlights from five regional conferences on financing education programs for handicapped children, held in fall/winter of 1973

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Administrative Policy, *Conference Reports, Court Cases, *Equal Education, Exceptional Child Education, *Financial Policy, *Handicapped Children, Legislation, Program Budgeting, *State Programs

Presented are five papers selected from five regional 1973 conferences on financing education programs for handicapped children. R. Rossmiller's paper, "Coming to Grips with Costs and Expenditures" discusses such program aspects as organizational programs, financial policies, population identification, and empirical and theoretical studies. An overview of state laws, legislative trends, and suits on behalf of the handicapped (including Pennsylvania, New York, and Michigan cases) is provided in R. Browning's paper "School Finance: Where Are the Handicapped?" R. Henderson's consideration of "Financing Special Education for Exceptional Pupils" covers the topics of special education costs per program, prevalence of exceptional children, and state reimbursement of special education costs. Also provided are selected panel presentations of P. Turnham, M. Daly, M. Essex, T. Drain, H. Wrigalter, and J. Schrag. State priorities, including financing of early childhood special programs, interagency cooperation, and mainstreaming are suggested. Listed in the information supplement are state special education program and finance officials. (CL)

ED 107 060

EC 072 726

Education for All Handicapped Children, 1973-74, Part 4. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare United States Senate, Ninety-Third Congress, Second Session on S. 6 to Provide Financial Assistance to the States for Improved Educational Services for Handicapped Children. (June 17 and 24, 1974).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date Jun 74

Note—642p.; For parts 1 and 2, see ED 094 505 and 506

EDRS Price MF-\$ 1.08 HC-\$32.37 PLUS POSTAGE

Descriptors—Administrative Policy, *Equal Education, Exceptional Child Education, *Federal Aid, *Federal Legislation, Financial Policy, *Handicapped Children, State Programs

Identifiers—Senate Subcommittee on the Handicapped

Included in the document are 16 statements from such educators and government officials as Senator E. Brooke, R. Rossmiller (professor, University of Wisconsin), and Dr. H. Wise (President, National Educational Association); nine articles and publications (such as the National Governor's Conference Policy Position on the Education of Handicapped Children); communications to hearings participants; and responses to senators' questions. Among the appended additional articles, communications, and questions and answers are the California Master Plan for Special Education and Missouri's Special Education Act of 1973. (CL)

ED 107 061

EC 072 786

Genesky, S. M. And Others

A Double X-Y Platform for Randsight-Type Instruments.

Rand Corp., Santa Monica, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—R-1614-HEW

Pub Date Dec 74

Note—38p.; For related information see ED 095 685 and EC 072 787

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adults, *Closed Circuit Television, *Electromechanical Aids, *Handwriting, *Partially Sighted, *Reading, Rehabilitation, Research Projects, Television, Visually Handicapped

Identifiers—Low Vision Aids, X Y Platform

One of a series on the visual information transfer problems of the partially sighted, the report contains a detailed description of the double X-Y platform, a mechanical device used in conjunction with a closed circuit television system to permit users to read printed or handwritten materials and to take notes on or copy from the material. Also described are alternative approaches for handling visual information transfer problems and experiments (the results of which were inconclusive) with either single or double X-Y platforms. Appendixes contain instructions for using the double X-Y platform, a description of the platform's construction, and additional experimenter observations and comments. (LH)

ED 107 062

EC 072 787

Genesky, S. M. And Others

Interactive Classroom TV System for the Handicapped.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No—R-1537-HEW

Pub Date Jun 74

Note—52p.; For related information see ED 095 685 and EC 072 786

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adults, Aurally Handicapped, *Closed Circuit Television, Educable Mentally Handicapped, Elementary Education, Exceptional Child Education, *Instructional Media, *Partially Sighted, *Research Projects, Resource Centers, Television, Visually Handicapped

Identifiers—Low Vision Aids

One of a series on the visual information transfer problems of the partially sighted, the report describes an interactive, multicamera, multimonitor closed circuit television (CCTV) system that permits continuous visual communication between teacher and students in an elementary school resource room. The system (in use since November 1973) is the first known classroom CCTV system for the handicapped, and it enables students with severely impaired vision to read ordinary print, to write with a regular pen or pencil, to carry out operations requiring precise eye-hand coordination, and to see a teacher's written examples while listening to her verbal explanations. The system is reported to be helpful to educable mentally retarded and hearing impaired students and may also prove beneficial to similarly handicapped adults. Provided are sections on system components and design features, engineering considerations, and proof-testing the classroom TV system. Appendixes include technical information on system components; a descrip-

tion of nine performance tests (of intelligence, achievement, perception, and school attitude) administered to measure the effectiveness of the CCTV system; and entries from the teacher's log showing how the system has been used and describing associated problems and successes. (LH)

ED 107 063 EC 072 813

Rees, Norma S.

I Don't Understand What You Mean by Comprehension.

Pub Date Nov 74

Note—13p.; Paper presented at the Annual Meeting of the American Speech and Hearing Association (Las Vegas, Nevada, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Comprehension, *General Education, Literature Reviews, *Theories

The author discusses A. Zwicky's ideas of meaning, presupposition, message, and inference and cites examples from recent literature in the study of language to support her assertion that the above ideas correspond to different levels of comprehension that must be accounted for in any complete theory of comprehension. It is argued that an adequate theory of the normal development and function of comprehension will enable educators to assess children's comprehension and to determine instructional goals and strategies more successfully. (GW)

ED 107 064 EC 072 814

Schubert, George W. Laird, Beverly A.

The Length of Time Necessary to Obtain a Representative Sample of Clinician-Client Interaction.

Pub Date Nov 74

Note—11p.; Paper presented at the Annual Meeting of the American Speech and Hearing Association (Las Vegas, Nevada, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Articulation (Speech), Behavior, Early Childhood, Exceptional Child Research, Language Instruction, Rating Scales, *Speech Handicapped, *Speech Therapy, *Student Teacher Relationship, Time Factors (Learning)

Ten children (4- to 7-years-old) receiving articulation and language therapy and their student clinicians were evaluated on the Analysis of Behavior of Clinicians System to determine the length of time necessary to obtain a representative sample of clinician-client interaction during a therapy session. Approximately 10 minutes after the clinician and the client entered the experimental room, a video tape recording was made of a 15-minute segment of each therapy session. Data indicated that no significant difference existed between the behavioral patterns of clinician-client interaction when five 3-minute segments of recorded clinician-client interaction were compared. Thus, it was determined that a 3-minute period was sufficient to obtain a representative sample of clinician-client interaction during a therapy session. (GW)

ED 107 065 EC 072 815

Holmes, David W. Green, Walter B.

A Developmental Study of Deaf Children's Semantic System.

Ithaca Coll., N.Y.

Pub Date 74

Note—15p.; Paper presented at the Annual Meeting of the American Speech and Hearing Association (Las Vegas, Nevada, November 1974)

Available from—David W. Holmes Director of Auditory and Speech Pathology, New York State School for the Deaf, Rome, New York 13440

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Age Differences, Aurally Handicapped, *Deaf, Exceptional Child Research, *Language Development, Language Patterns, *Maturation, *Semantics

To secure information relative to the developmental aspects of their meaning system as measured by the semantic differential technique, 154 residential students from the New York State School for the Deaf at Rome, New York were divided into five groups according to age and academic grade level and were administered a se-

mantic differential. It was known from a previous investigation that the adjectives used as pole words were frequently, diversely, and independently used by deaf students and that they were derived on the basis of experimental investigation. Data supported the following findings: that the manner in which the youngest Ss experienced their environment and the language mechanism they utilized to encode their experiences appeared idiosyncratic, and that the middle group of Ss demonstrated the presence of strong evaluation and potency dimensions as have been found in investigations with normally hearing children. (GW)

ED 107 066 95 EC 072 816

Sievert, Joe Winkles, L. Kathleen

Las Palomitas Preschool for the Handicapped. Guide.

New Mexico State Dept. of Education, Santa Fe. Div. of Special Education; New Mexico State Univ., Las Cruces. Claude C. Dove Learning Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Nov 74

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Cerebral Palsy, Class Activities, *Communication Skills, Curriculum Guides, Educable Mentally Handicapped, Emotionally Disturbed, Exceptional Child Education, *Handicapped Children, Language Handicapped, Mentally Handicapped, *Preschool Education, *Psychomotor Skills, *Self Care Skills, Social Development, Teaching Methods, Trainable Mentally Handicapped

Presented is a curriculum guide for preschool children with cerebral palsy, severe speech and language difficulties, trainable and educable mental retardation, and emotional difficulties. Minimum specific objectives in the domains of social self-help, communications, and psychomotor development are color coded according to handicap. Suggested are sample activities correlated to the specific objectives. For example, to teach the child to kick a ball without falling (psychomotor objective 8), the following activities are suggested: "Holding the student's leg, move it forward as to kick the ball in front of him. Have a ball in front of you and one in front of the student. Try to get him to model you kicking the ball." The appendix lists 5 nonhandicapped curriculums and 33 further references. (CL)

ED 107 067 88 EC 072 817

Teaching Interpersonal Social Skills: A Prototype Manual of Activities; 1974-1975.

San Diego County Dept. of Education, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Note—264p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—*Behavior Change, Behavior Problems, Class Activities, Curriculum Guides, *Educationally Disadvantaged, Elementary Education, Exceptional Child Education, Games, Instructional Materials, *Interpersonal Competence, *Learning Disabilities, Operant Conditioning, Peer Relationship, *Social Development, Teaching Methods

The manual presents activities designed to teach educationally handicapped children (K-6) interpersonal social skills. Group problem solving and individual behavior control techniques are emphasized. Described are approximately 45 games, role playing situations, critical incident simulations, and cartoon discussions. Entries usually contain information on purpose, materials, and playing instructions. The section on behavior modification includes an overview, discussion of reinforcers, 12 sample strategies for changing undesirable behavior, and a summary of behavior analysis. Examples are given of such motivational curriculum aids as achievement awards, learning contracts, and pupil progress reports. A bibliography of human relations and behavior modification teaching materials is also provided. (CL)

ED 107 068 95 EC 072 851

Kramer, Kay F., Ed. Rosonke, Richard, Ed.

State of the Art: Diagnosis and Treatment.

Spons Agency—Bureau of Education for the

Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 74

Contract—OEC-0-9-252901-4539(608)

Note—326p.; Papers presented at the National Regional Resource Center Conference (Reston, Virginia, September 1974); Copyrighted illustrations have been removed

EDRS Price MF-\$0.76 HC-\$17.13 PLUS POSTAGE

Descriptors—Cognitive Processes, Conference Reports, Educational Diagnosis, *Educational Programs, *Emotionally Disturbed, Exceptional Child Education, *Learning Disabilities, *Mentally Handicapped, *Multiply Handicapped, National Programs, Systems Approach

Eight papers on the diagnosis and treatment of handicapped children comprise proceedings of a conference for Directors of Special Education, past and present Regional Resource Center Directors, and the staff of the Bureau of Education for the Handicapped. E. Martin explains the rationale of Regional Resource Centers. A systems analysis of the client, the problem solving process, and the change agent is provided by R.G. Havelock. M. Meeker's discussion of a paradigm for diagnosis of cognitive functioning in special education is illustrated by profiles of various handicapped groups. L. Mann arrives at a primarily negative view of cognitive training after reviewing the history of ideas of cognitive functioning and considering issues related to current cognitive training programs. J. Tucker's analysis of ways to meet the needs of emotionally disturbed children supports such conclusions as that education should consider including additional programming in the areas of emotional import. D. Sabatino examines sensorimotor diagnosis of the visually or aurally handicapped, children fixated in the sensory-motor period of development, and children who have multiple handicapping conditions in relation to such concerns as the usefulness of diagnostic findings in planning curriculum. Sensory motor treatment for severely and profoundly retarded children is the topic of J. Jones' presentation. Human ecology and human care are discussed by W. Rhodes. (GW)

ED 107 069 EC 072 852

Administrators' Guide to Public School Programs for Handicapped Children.

South Carolina State Dept. of Education, Columbia.

Pub Date 74

Note—160p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Administrative Personnel, Exceptional Child Education, *Guidelines, *Handicapped Children, Program Development, Program Planning, Public Schools, *Special Education, State Programs, *State Standards

Identifiers—*South Carolina

The South Carolina State Department of Education has prepared the guidebook to assist local school administrators in establishing public school programs for handicapped children. Information is provided on state laws; the role of consultants; the professional staff in the Office of Programs for the Handicapped; responsibilities of school personnel and the district coordinator; the identification and the incidence of handicapping conditions; evaluation, placement, dismissal, and reevaluation procedures; the appropriateness of programs using self-contained classes, resource rooms, or itinerant teachers; and forms for state reimbursement of special education teachers and for submitting data on special units. Discussed are definitions of nine handicapping conditions, eligibility criteria for special programs, types of programs recommended, facilities, equipment and materials, procedures for establishing and operating a program and supportive services. The state's Instructional Materials Center for Handicapped Children and federal programs are explained. Guidelines and forms are given relating to such programs as homebound instruction, classroom-to-home video or audio service, and instructional services for handicapped pupils by public school districts in other facilities. Additional data are presented concerning such matters as the certification of teachers of the handicapped, teacher training programs, and other publications by the Office of Programs for the Handicapped. (GW)

ED 107 070 EC 072 853

Meyerhoff, Gerald Salerno, Carmins A.
Five Years of Special Education and Psychiatry in
Suburbia: A Review, Survey, and Critique.

Pub Date Feb 75

Note—7p.

Journal Cit—*Journal of The Medical Society of
New Jersey*; v72 n2 p129-34 February 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Classification, Consultants, Early
Childhood Education, Elementary Education,
Exceptional Child Research, *Handicapped
Children, Psychiatrists, *Psychological Evalua-
tion, *School Districts, *Special Education,
State Programs

Identifiers—*New Jersey

The authors discuss the origin of special education services, especially psychological services, in the public schools of New Jersey and their implementation in Region III of Bergen County. The roles and methods of the special education coordinator and consultant psychiatrist are explained. The psychiatrist-author reviews 5 years' (1969-73 inclusive) experiences examining and diagnosing 162 referred children (4- to 14-years-old). Data are analyzed to substantiate findings such as the following: that 87 of 162 children manifested organic handicaps, that psychiatric illness was diagnosed in all but two cases, that schizophrenia was found in seven children, and that medication was considered advisable in 88 of 162 cases. Problems besetting special educators and consulting psychiatrists are said to involve reluctance to establish special classes and the rigidity of current classificatory systems for handicapped children. (GW)

ED 107 071 EC 072 855

Moore, William And Others

A Study of the Extreme Learning Problem Program
in Oregon: 1971-72, 1972-73.

Oregon State System of Higher Education, Portland.

Spons Agency—Oregon State Dept. of Education,
Salem.

Pub Date 73

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Academic Achievement, Exceptional
Child Research, Learning Disabilities,
*Program Effectiveness, *Program Evaluation,
*Reading Difficulty, Reading Skills, *Remedial
Programs

Identifiers—*Extreme Learning Problem Programs

A 2-year study of the Extreme Learning Problem (ELP) Programs in six school districts in Oregon was conducted to determine if ELP programs were changing students' reading behaviors, to measure the extent of any change, and to determine what factors contributed to changing the reading behavior of children served. The following were among the major findings reported: that pupils in ELP classes tended to make on the average more than a year's growth in reading as measured by the Metropolitan Reading Test (MRT), and pupils in the primary grades tended to make more reading progress as measured by the MRT than pupils at upper grade levels; that ELP pupils not in second or fourth grades who were returned to a regular classroom after 1 year of remediation tended to make less than a year's average growth in reading; and that the most successful ELP teachers used instructional materials in conjunction with regular classroom teachers. (GW)

ED 107 072 95 EC 072 856

McDonnell, John J. And Others

Impact 8 of the Title VI Programs in the State of
Oregon: September 1, 1973-August 1974.

Oregon State Dept. of Education, Salem; Oregon
State System of Higher Education, Portland.

Spons Agency—Bureau of Elementary and
Secondary Education (DHEW/OE), Washington,
D.C.

Pub Date 74

Note—225p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

POSTAGE

Descriptors—Annual Reports, *Aurally Handicapped, *Emotionally Disturbed, Exceptional
Child Education, *Program Evaluation, Special
Education, *Speech Handicapped, State Programs,
Trainable Mentally Handicapped, *Visually Handicapped

Identifiers—*Developmental Disabilities, Elementary
Secondary Education Act Title VI, ESEA
Title VI, Oregon

Nineteen projects that served seven different classes of handicapped were funded for 1973-74 in Oregon under Title VI of the Elementary and Secondary Education Act of 1965. Six projects were funded for the emotionally disturbed, four projects for the hearing impaired, two projects for the developmentally disabled, two projects for the visually impaired, and one each for the trainable mentally retarded and the preschool handicapped. The projects served 1,650 children at a cost of \$247,045. A careful examination of the 19 projects funded supported the following conclusions: that resource rooms demonstrated themselves to be efficient ways to serve emotionally disturbed children; that, given appropriate training and technical assistance, classroom teachers could cope with behavior problems in the classroom; that the use of volunteer aides with both speech and visually impaired children in areas where teachers were working on an itinerant basis continued to demonstrate itself to be an effective technique; and that a project serving developmentally disabled high school youth demonstrated that work experience skills could be taught effectively to such children. (Author/GW)

ED 107 073 EC 072 857

Schipper, William V. Kenowitz, Leonard A.

Special Education, Competency, and the Problem
of Administration.

Spons Agency—Office of Education (DHEW),
Washington, D.C.

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Administrative Personnel, Administrator
Evaluation, Exceptional Child
Research, *Handicapped Children, Special
Education, *State Departments of Education

To identify competencies necessary for state directors of special education, 66 competency statements in eight administrative categories were rated by a national sample of 128 state education agency personnel. Ss rated the amount of importance an "ideal" state director should place on each category and task and the importance actually placed on each item. Among findings were that state directors need improvement on 44 of the 66 competencies; that actual performance was rated higher on the lower priority categories; that the three greatest deficiency areas were evaluation, staff management, and development, and planning; and that state directors were rated better at special education tasks than general administrative tasks. Results had implications for the training and hiring of special education directors. (LS)

ED 107 074 EC 072 858

Blacklock, Dottie And Others

Older and Handicapped Children Are Adoptable:
The Spaulding Approach.

Spaulding for Children, Chelsea, Mich.

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Adolescents, *Adoption, Agencies,
Case Studies, Childhood, Early Childhood, Exceptional
Child Services, Family Counseling,
*Handicapped Children, Infancy, *Program
Descriptions, Social Services, Social Work

Described is an adoption agency for difficult to place handicapped and older children (infancy through 16 years-old). The process involves initial assessment of the child's functioning and of the family's parenting capabilities, and continued support after placement. Placement histories of two handicapped children are presented. Reviewed are the adoption implications of blindness, cerebral palsy, cleft palate, deafness, diabetes, mental retardation, perceptual handicaps, and spina bifida. (CL)

ED 107 075 EC 072 859

Cooke, Stan S.

Auditory Vocal Analysis and Synthesis Skills of
Learning Disabled Children.

Pub Date 74

Note—18p.; Paper presented at the Annual Meeting
of the American Speech and Hearing Association (Las Vegas, Nevada, November
1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Auditory Perception, Elementary
Education, Exceptional Child Research,
*Learning Disabilities, Neurologically Handicapped,
Perceptually Handicapped, *Phonics
A total of 72 motorically or nonmotorically impaired, learning disabled, elementary grade children were given tasks of auditory synthesis and analysis to determine possible differences. Ss were asked to either separate sounds of a word (analysis) or blend sounds into a word (synthesis). Results indicated that nonmotorically impaired children were significantly more able to analyze words, that no significant difference existed between motorically and nonmotorically impaired children in the ability to synthesize words, and that synthesis skills were significantly superior to analysis skills in both groups of Ss. (DB)

ED 107 076 EC 072 860

Muma, John R.

Phonological Contexts: Determinants and Correlates
in Clinical Assessment.

Pub Date 74

Note—8p.; Paper presented at the Annual Meeting
of the American Speech and Hearing Association (Las Vegas, Nevada, November
1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Articulation (Speech), Exceptional
Child Education, *Speech Evaluation, Speech
Handicapped, Speech Handicaps, *Test Construction

Discussed is a procedure being developed for the clinical assessment of children's phonological patterns. Reviewed are recent developments in the psycholinguistic/sociolinguistic literature which support the basic criteria for the new procedure (such as the provision for child phonology rather than adult phonology). The significance of contextual influences is stressed, and the linguistic and cognitive systems to be considered are outlined. (LS)

ED 107 077 EC 072 861

Rees, Norma S.

Issues in Language and Cognition: Implications
for Clinical Practice.

Pub Date 74

Note—38p.; Paper presented at the Annual Meeting
of the American Speech and Hearing Association (Las Vegas, Nevada, November
1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Clinical Diagnosis, *Cognitive
Processes, Evaluation, Exceptional Child Education,
*Language Development, *Language Handicaps,
*Learning Disabilities, Literature Reviews, Maturation, Theories

The author reviews the literature and considers clinical implications of three issues in language and cognition: the relationship between language and cognition, the strategies children use in the language-learning task, and the cognitive determinants of what children say. Examined are questions (such as whether cognitive skills are dependent on or prerequisite for linguistic skills) said to have bearing on the evaluation of language-disordered and learning disabled children; strategies children apply to determine the structure and meaning of language; and examples of the cognitive determinants in children's language (such as overextension in the meanings of words). (LS)

ED 107 078 EC 072 862

McGuire, Hugh A.

The Administration of Service Delivery Programs in
Special Education in Five Connecticut Towns:
The Organization and Coordination of the
Planning and Placement Team Process.

Connecticut State General Assembly, Hartford.
Office of Legislative Research.

Pub Date 31 Dec 74

Note—56p.; Interim Report to the Education
Committee of the Connecticut General Assembly

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Administration, Administrative
Problems, Case Studies, *Delivery Systems,
Educational Planning, Exceptional Child
Research, Exceptional Child Services, *Handicapped
Children, Identification, *Special Education,
*State Programs, Student Evaluation,
Student Placement

Identifiers—Connecticut, Planning and Placement Teams

Reported is a study of the administration of special education service delivery programs in five randomly selected Connecticut towns. The study was intended to provide background information necessary for state legislative decisions, and it focused on the process of the identification, prescription, planning, placement, evaluation, and followup of exceptional children by the Planning and Placement Teams (PPT) within each school system. A description of the research design points out strengths and limitations of the case study approach, and lists questions asked of parents, teachers, and administrators. Case study reports on each town consist of a basic profile of the town's size and special education program; a description of the administration of service delivery (including goal setting, supervision, and communication with staff and parents); and an examination of the PPT process. Seven major conclusions of the study are summarized such as that the methods used and the comparability of student records varied widely; that monitoring, review, and followup activities were the weakest area in all systems; and that parental awareness and understanding of their child's exceptionality was minimal. (LS)

ED 107 079 **EC 072 863**

Streisguth, William O. Goode, Paul
National Regional Resource Center of Pennsylvania. Final Technical Report.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No.—48-2919-SC-699

Pub Date 15 Sep 74

Contract—OEC-2-70-0051

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Behavioral Objectives, *Diagnostic Teaching, Exceptional Child Education, *Handicapped Children, Information Centers, Instructional Materials, *Instructional Materials Centers, Resource Centers, State Programs
Identifiers—Final Reports, *National Regional Resource Center, Pennsylvania

The final report covers activities of the National Regional Resource Center in the area of special education from 1970 through June 30, 1974. Reported is program emphasis on the development of a statewide diagnostic-prescriptive resource system including target classes (which served as data collection points and demonstration classes), self-contained classes (used to test the efficacy of management system of instruction), resource rooms and assessment classes (used to collect information and develop the diagnostic prescriptive model), and the resource data bank (which matched information on materials and methods with specific learning objectives). Specific goals, activities, and results are outlined such as the development of a system for identifying and organizing learning objectives. Final recommendations include continuation and possible revision of the diagnostic prescriptive model, development of a uniform system for the identification and retrieval of special education instructional materials, establishment of a central clearinghouse for processing and evaluating efforts of resource centers, and expansion of inservice education concerning the diagnostic prescriptive process. (DB)

ED 107 080 **EC 072 869**

Cottrell, Raymond S. Carter, Robert
Mid-Atlantic Region Special Education Instructional Materials Center. Final Technical Report.
George Washington Univ., Washington, D.C. Special Education Instructional Materials Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-H-0680

Pub Date Aug 74

Grant—OEG-2-7-070680-3103

Note—160p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

POSTAGE

Descriptors—Exceptional Child Education, *Handicapped Children, Information Centers, *Instructional Materials Centers, Libraries, *Regional Programs

Identifiers—Final Reports, *Mid Atlantic Region SEIMC

The final report of the Mid-Atlantic Region Special Education Instructional Materials Center (MAR-SEIMC) describes field services, information services, library services, and research and evaluation activities conducted from 1967 to August 1974. It is explained that 39 affiliate centers were established throughout Pennsylvania, New Jersey, Delaware, Maryland, Virginia, and the District of Columbia. Information services included development and maintenance of an information clearinghouse on materials, processes, and projects which served educators in the region. Library activities described include circulation of materials, publication of topical bibliographies, abstracting of documents, and development of indexes for use by associate centers. Noted are research activities such as development of a test to measure impulsive-reflexive behavior. Appended are such items as information services quarterly reports, a report on a conference on the educational needs of the trainable mentally retarded, results of internal evaluation of the MAR-SEIMC, and a report of the consumer information analysis project. (DB)

ED 107 081 **EC 072 870**

Stepp, Robert E., Jr. And Others
Midwest Regional Media Center for the Deaf. Final Technical Report.
Nebraska Univ., Lincoln. Dept. of Educational Administration.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 74

Contract—OEC-3-7-000199-0199(019)

Grant—OEG-0-73-0428

Note—208p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

POSTAGE

Descriptors—Aurally Handicapped, *Deaf, Exceptional Child Services, *Instructional Materials Centers, Instructional Media, Program Descriptions, Program Evaluation, *Regional Programs

Identifiers—*Nebraska

From September 1966 through August 1972, the Midwest Regional Media Center for the Deaf was under contract to Media Services and Captioned Films, Bureau of Education for the Handicapped, and from September 1972 through August 1974, the center had a grant with the same federal agency to provide media services to 12 states—North Dakota, South Dakota, Nebraska, Kansas, Missouri, Iowa, Minnesota, Wisconsin, Illinois, Indiana, Michigan (1969), and Ohio (1973). The media services included the production of a series of educational materials for deaf students and teachers of the deaf, the management and operation of numerous inservice workshops and institutes for teachers, supervisors, administrators, media specialists, and college professors; and an annual media symposium for supervisors and administrators working with the deaf. In addition, the center provided assistance with conferences and conventions and also provided a variety of consultative services to schools for the deaf in the 12-state region. (Author)

ED 107 082 **EC 072 871**

Tringo, John L.
New England Special Education Instructional Materials Center. Final Technical Report.

Boston Univ., Mass. New England Special Education Instructional Materials Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-H-220677C

Pub Date Aug 74

Grant—OEG-1-7-070677-3108

Note—84p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Early Childhood Education, *Handicapped Children, *Instructional Materials Centers, Instructional Media, Parent Education, *Regional Programs, Teacher Education

Identifiers—*Final Reports, New England SEIMC
The final report of the New England Special Education Instructional Materials Center (NESEIMC) describes activities and products for the period from March 1967 to August 31, 1974. Chapters are devoted to the following functioning areas: The NESEIMC Resource Center; early childhood activities, training materials, and resources; field service activities (such as teacher training workshops); media support services (such as developing closed circuit television instructional programs); teacher resource activities

(such as publication of bibliographies); parent resource activities (such as answering parent information requests); and research and evaluation activities (such as developing an instructional materials classification system). Chapters on functional areas usually include an introduction giving background information, a description of activities conducted, and recommendations. (DB)

ED 107 083 **EC 072 872**

Ridgway, Robert W. Dyck, Norma J.
University of Kansas Special Education Instructional Materials Center. Final Technical Report.
Kansas Univ., Lawrence. Special Education Instructional Materials Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-H-220690D

Pub Date Aug 74

Grant—OEG-3-7-070690-3100(607)

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Delivery Systems, Educational Technology, Exceptional Child Education, *Handicapped Children, Information Centers, *Information Dissemination, *Instructional Materials Centers, Instructional Media

Identifiers—Final Reports, *Kansas

The manual describes the services and procedures of the University of Kansas Special Education Instructional Materials Center (KUSEIMC). KUSEIMC has helped to develop and facilitate communication among 73 associate centers regarding the dissemination of materials for exceptional children. Discussed are the following procedures and activities: instructional materials development (real life math, clothing construction skills, and name writing program); media, materials, and educational technology training (including workshops and teacher training products); media and materials information system; materials delivery system; and the regional state program delivery for six states and the Bureau of Indian Affairs. Four appendices provide such information as demographic data of filed service activities and a list of associate centers. (CL)

ED 107 084 **EC 072 873**

Wolfe, William G. Fell, Albert W.
University of Texas Special Education Instructional Materials Center. Final Technical Report.
Texas Univ., Austin. Instructional Media Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-H-222267D

Pub Date 31 Aug 74

Grant—OEG-4-6-062267-1551

Note—109p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Exceptional Child Services, *Handicapped Children, Information Dissemination, *Instructional Materials Centers, *Libraries

Identifiers—Final Reports, *Texas

Presented is the final report of the Special Education Instructional Materials Center at the University of Texas. Described are the 8-year program's two phases: services and training (including development of associate centers in Arkansas, Louisiana, Oklahoma, and Texas; library loan of materials; and information dissemination), and research and development (including materials evaluation and monitoring activities). Listed are four recommendations, regarding materials evaluations, monitoring services, and research. Evaluation reports for the years 1971-74 are included as well as a summary of the SEIMC's accomplishments and recommendations. (CL)

ED 107 085 **EC 072 884**

The Southwest Regional Resource Center; A Compilation in Retrospect. Final Technical Report.
New Mexico State Univ., Las Cruces. Southwest Regional Resource Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—BR-542930

Pub Date Feb 75

Contract—OEC-0-0-412905-4521(608)

Note—272p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS

POSTAGE

Descriptors—*Directories, Educational Diagnosis, Exceptional Child Services, Geographic Regions, *Handicapped Children, *Information

Dissemination, Rating Scales, *Regional Programs, *Resource Centers, Special Education, State Surveys
Identifiers—*New Mexico, Southwest Regional Resource Center

The final technical report of the Southwest Regional Resource Center (SWRRC) summarizes activities between 1969 and 1974, which focused on the improvement of education for handicapped children through the development of diagnostic and testing procedures, the preparation of experimental curricular materials, information dissemination to regular and special education teachers, direct inservice contact between trained change agents and teachers, and the evaluation of diagnostic/prescriptive methods. It is explained that services were provided to Arizona, Colorado, New Mexico, and Nevada as well as to the Bureau of Indian Affairs. Activities of the SWRRC are reviewed in chapters containing an overview of its operational history; annual summaries of program operations in the states served; an evaluation of outcomes (in terms of factors such as the appropriateness of goals, and target groups and the significance of SWRRC's impact on the education of handicapped children); and recommendations for ongoing Regional Resource Centers. Included in the appendices that comprise a major portion of the document are SWRRC-developed products such as an action-research study of the incidence of exceptionality among school children in New Mexico, a teacher rating scale for screening secondary school exceptional children in Arizona, and a directory of services available to handicapped children in New Mexico. (LH)

ED 107 086 95 EC 072 928
Langstaff, Anne L. Volkmar, Cara B.
University of Southern California Instructional Materials Center for Special Education. Final Technical Report.

University of Southern California, Los Angeles. Instructional Materials Center for Special Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—BR-H-220972C
Pub Date Aug 74
Grant—OEG-32-14-1490-1033
Note—140p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Exceptional Child Services, *Geographic Regions, *Handicapped Children, *Information Dissemination, *Instructional Materials Centers, Special Education
Identifiers—*California, Final Reports, University of Southern California

The report summarizes the goals, activities, and accomplishments of the Instructional Materials Center for Special Education (IMCSE) at the University of Southern California from 1966 through 1974. The IMCSE served the California, Arizona, and Nevada region, and activities focused on the development of library services, a regional IMCSE network, media and materials for use by special educators, and research and evaluation of instructional materials. Project objectives and activities are described for each funding year and are color coded with corresponding sections on project results. Reviewed in the final chapter are project outcomes in areas such as the acquisition and dissemination of library materials, associate centers, and IMCSE products (including a visual perception filmstrip and a contingency management package). (LH)

ED 107 087 95 EC 072 932
Caster, P. Roland

Navajo Education Resource Center, Many Farms, Arizona. Final Technical Report, 1973-1974. New Mexico State Univ., Las Cruces. Southwest Regional Resource Center.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date Aug 74
Contract—OEC-0-9-412905-4521(608)
Note—421p.

EDRS Price MF-\$0.76 HC-\$20.94 PLUS POSTAGE

Descriptors—*American Indians, *Delivery Systems, *Diagnostic Teaching, Exceptional Child Services, *Handicapped Children, Incidence, Inservice Teacher Education, *Resource Centers
Identifiers—Final Reports, Navajo Education Resource Center, *New Mexico

The voluminous final technical report contains comprehensive information covering the 1973-74 activities of the Navajo Education Resource Center (NERC). The project's purpose was to develop an Indian Resource Service Office which would function as a support service system for handicapped children's programs on the Navajo Reservation and which could be replicated on other reservations. Included are chapters on center objectives such as conducting a preliminary survey to identify handicapped children, designing a region-wide procedure for diagnosis of handicapped Indian children, developing a diagnostic/prescriptive resource room model, coordinating proposed Instructional Materials Center activities with diagnostic efforts, and providing direct services (such as training sessions in contingency management and early identification of handicapped preschoolers) to teachers and school administrators. Other chapters cover such topics as monthly progress reports and project effects. Among the extensive appendices comprising the last half of the document are suggestions for implementing an NERC study to determine the prevalence of handicapping conditions among Indian school children, a procedural manual for resource room operation, and a model plan for an Indian Learning Resource Center. (LH)

ED 107 088 EC 073 025
Ainsworth, Stanley
Stuttering: What It Is and What to Do About It. Pub Date 75

Note—101p.; Cliffs Speech and Hearing Series Available from—Cliffs Notes, Inc., P.O. Box 80728, Lincoln, Nebraska 68501 (\$1.95)

Document Not Available from EDRS.

Descriptors—Definitions, *Educational Needs, Emotional Problems, Etiology, Exceptional Child Education, *Parent Role, Prevention, Psychological Characteristics, Speech Handicapped, *Speech Therapy, *Stuttering, Teacher Role

Written for parents, teachers, students in training, school administrators, and stutterers themselves, the book discusses the causes, development, and treatment of stuttering. Presented are a definition, incidence figures, and overview of the impact of stuttering on an individual. Traced are the beginnings and development of stuttering in four stages from early childhood through adulthood. Various theories on the sources of stuttering (neurosis, an organic problem, or a learned behavior) are examined. A major portion of the book provided parents with suggestions on the prevention of stuttering, what to do if their child begins to stutter (such as reducing pressures), and dealing with older and adolescent stutterers. The teacher's role and the roles of other professionals (such as the pediatrician) in helping the stutterer are explained. Described is therapy used with preschool, elementary age, adolescent, and adult stutterers. Defined in a glossary are 25 terms related to stuttering. (LS)

ED 107 089 EC 073 026
Fox, Donna Russell Blechman, Mark
Clinical Management of Voice Disorders. Pub Date 75

Note—82p.; Cliffs Speech and Hearing Series Available from—Cliffs Notes, Inc., P.O. Box 80728, Lincoln, Nebraska 68501 (\$1.95)

Document Not Available from EDRS.

Descriptors—*Etiology, Evaluation Methods, Exceptional Child Education, Guidelines, Identification, Self Evaluation, *Speech Evaluation, Speech Handicapped, *Speech Therapy, *Teaching Methods, *Voice Disorders

Presented for the practicing speech clinician is a guide for appropriate management of voice disorders. The value of a clinician's awareness of vocal dysfunction is stressed, and various techniques (such as indirect laryngoscopy) used in laryngeal examinations are described briefly. A chapter on procedures for evaluation and quantification of voice disorders includes a complete voice patient case history form; guidelines for evaluating pitch, loudness, quality, and time; and a discussion of various etiological factors (such as vocal nodules and endocrine dysfunction) which can cause vocal dysfunction. Provided in a chapter on the therapeutic process are brief descriptions of medical and psychological treatments, specific (listening techniques) for helping the patient identify his problem, and guidelines and materials for implementing change in pitch, loudness, quality, and time. (LS)

ED 107 090 95 EC 073 027
Abeson, Alan And Others

A Primer on Due Process: Education Decisions for Handicapped Children.

State-Federal Information Clearinghouse for Exceptional Children, Reston, Va.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Note—57p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$4.95)

Document Not Available from EDRS.

Descriptors—*Administration, Civil Liberties, *Due Process, *Equal Education, Exceptional Child Education, Federal Legislation, Guidelines, *Handicapped Children, State Legislation, Student Evaluation, *Student Placement

Presented is an approach to meeting the requirements of due process in the identification, evaluation, and educational placement of handicapped children. A chapter dealing with the background, major issues, and intent of the application of due process for handicapped children focuses on the issues of exclusion and labeling and reviews state and federal statutory requirements including the Pennsylvania Association for Retarded Children (PARC) case and a federal mandate of due process (Public Law 93-380). Proposed are specific administrative due process procedures (such as written notification of parents and review of educational placement) to be used by state and local education agencies. Outlined are selection and training procedures and responsibilities of hearing officers who may be used to resolve issues between the public schools and families. Described in a final chapter is a parent surrogate approach for providing children whose parents are unavailable or unknown with adequate representation during educational decision making. Appended are 10 sample forms for organizing and administering due process (such as a request for an interpreter/translator and a referral for evaluation form). Also provided are flow charts of the evaluation and placement, request for a surrogate parent, and hearing processes. (LS)

ED 107 091 EC 073 028
Aiello, Barbara

Mainstreaming: Teacher Training Workshops on Individualized Instruction.

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Pub Date 75

Note—238p.

Available from—Council for Exceptional Children 1920 Association Drive, Reston, Virginia 22091 (Stock No. 106, \$30.00)

Document Not Available from EDRS.

Descriptors—Diagnostic Teaching, Exceptional Child Education, *Handicapped Children, *Individualized Instruction, Inservice Teacher Education, *Regular Class Placement, Teacher Attitudes, *Teacher Education, Teaching Guides, *Workshops

The packet of materials includes complete instructions for conducting four teacher training workshops designed to familiarize regular and special class teachers with individualized instructional techniques. The workshops are consecutive in that Workshop 1 involves the participants in an exploratory activity to determine feelings and perceptions regarding exclusion from a group, while Workshops 2 and 3 focus on informal diagnosis and prescriptive techniques for more individualized classroom programs. Workshop 4 provides teachers with the opportunity to construct a learning device that can be used with children of varying levels of ability. Each workshop is designed for 30-40 participants and instructions include objectives, prerequisites, time and materials needed, physical arrangement, and specific procedures. Also included are a list of essential workshop leader attitudes and a copy of the book "Instructional Alternatives for Exceptional Children" by E. Deno (ED 074 678). (LS)

ED 107 092 95 EC 073 029
Parker, Clyde A., Ed.
Psychological Consultation: Helping Teachers Meet Special Needs.
Minnesota Univ., Minneapolis. Dept. of Special Education.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 75

Grant—OEG-0-9-0336005-2452

Note—270p.

Available from—Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (Product No. 107, \$5.00)

Document Not Available from EDRS.

Descriptors—Administration, Behavior Change, Case Studies, Conceptual Schemes, Conference Reports, *Consultants, Effective Teaching, Exceptional Child Services, *Handicapped Children, Models, *Regular Class Placement, *School Psychologists, *Special Education Teachers, Systems Approach

Presented are 10 author-contributed papers given at a 1974 conference on the roles, problems, and skills of school psychologists and special education teachers who serve as consultants to facilitate the mainstreaming of handicapped children. The first section contains four case studies focusing on student behavior change (S. Deno), the Vermont consulting teacher program (A. Egner), a systems approach to improving teacher effectiveness in Houston (B. Dollar and R. Klinger), and improving a school organization's effectiveness through coordinate status consultation (R. Johnson). Reviewed in the second section are five different theoretical models of the consultation process: the triadic model (R. Tharp), a systematic eclectic approach (D. Blocher), a process model (A. Brokes), a collaborative model based on mental health principles (R. Cohen), and developmental constructs in school settings (V. Faust). In the third section, a school administrator (G. Young) discusses effective consultation models from a consumer's point of view. Each paper is preceded by an introductory section emphasizing salient points and is followed by an edited report highlighting major issues of the ensuing discussion. Biographical information about the authors is offered in the final pages. (LH)

FL

ED 107 093 FL 004 403
The Ph.D. in English and Foreign Languages: A Conference Report.

Association of Departments of English, New York, N.Y.

Pub Date 73

Note—56p.; A Special Combined Issue of the Bulletins of the Associations of Departments of English and Foreign Languages

Available from—MLA Publications Center, 62 5th Ave., New York, New York 10011 (\$1.50; 10 or more copies \$1.00 each)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*College Language Programs, *Conference Reports, Degree Requirements, *Doctoral Programs, *English Programs, *Graduate Study, Higher Education, Language Instruction, Modern Language Curriculum, Research Utilization, Speeches

This special issue presents the speeches, surveys, and workshop reports of the University of Texas Conference on the Research Component of the Ph.D. in English and Foreign Languages held in Austin in December 1972. Also included are updated papers and reports from the Purdue University Conference on Graduate Education held earlier in 1972. Reflections on the conference are offered by W.D. Schaefer, followed by a survey of doctoral programs in English and in foreign languages. Articles by G.N. Ray, J.T. Shaw, J. C. Gerber, B. Weinberg, J.W. Kneller, A. Cartter, and W.D. Schaefer cover topics including the Ph.D. in English and in foreign languages, relevancy and tradition, new roles for research, rewarding excellence and promise, and the future of graduate education. In addition, reports from conference discussion groups are presented. (Author/AM)

ED 107 094 FL 004 425
La Reforme de l'enseignement superieur (Higher Education Reform).

Pennsylvania State Modern Language Association.

Pub Date 73

Note—5p.; In French; Paper presented at the Spring Conference of the PSMILA (1972)

Journal Cit—Bulletin (Pennsylvania State Modern Language Association); n51 n2 p3-6 Spring 1973

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Activism, College Curriculum, *College Programs, Course Organization, Educational Alternatives, *Educational Change, Educational Improvement, Educational Legislation, *Higher Education, Political Affiliation, Research and Instruction Units, Student Participation, Student Teacher Ratio, Testing, Tuition, *Universities

Identifiers—*France

This article attempts an analysis of the present-day French university system and an assessment of the advantages and disadvantages of the educational reforms which have been instituted since the upheaval of May 1968. Educational legislation relevant to the new directions in the French universities is discussed, as well as the organization of the universities, departments, and curriculum. Admission and tuition are also discussed, followed by a brief outline of political affiliation within the universities. Student representation and course and test organization are described. Finally, the following are cited as reasons for the continuing student unrest: (1) instability of laws, (2) growing number of students, and (3) lack of employment opportunities. It is concluded that the French university as it exists today is an improvement over the old system, but that the problem of higher education for French youth remains unsolved. (AM)

ED 107 095 FL 005 035
Jackson, Mary H.

What and How for Foreign Language Students: What Are the Career Opportunities and How to Prepare for Them.

Pub Date 74

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Business Education, Career Education, *Career Opportunities, *Career Planning, Clerical Occupations, *College Language Programs, College Majors, Economic Education, Educational Programs, *Employment Opportunities, History Instruction, Interdisciplinary Approach, Interpreters, *Languages for Special Purposes, Political Science, Program Guides, Secretaries, Sociology, Specialization, Teaching, Translation, Vocational Counseling

This publication is a guide to career opportunities in foreign languages and to educational programs which prepare for them. Programs at Northwest Missouri State University are listed which combine study in foreign languages with other disciplines, including: business, economics, office administration, sociology, political science, history, and Latin American studies. Information is provided on the field of translating and interpreting as well as other career possibilities related to foreign languages. Special attention is given to employment opportunities at the United Nations. These include: public information officers, translators, interpreters, librarians, clerks and secretaries, and guides. Finally, addresses are listed for further information on career opportunities in foreign languages. (AM)

ED 107 096 FL 005 048
Morehouse, Ward Boyd-Bowman, Peter

Independent Study of Critical Languages in Undergraduate Colleges.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No—BR-0-97755

Pub Date May 73

Contract—OEG-0-9-097755-4080(014)

Note—106p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Autoinstructional Programs, College Curriculum, *College Language Programs, Educational Innovation, Examiners, *Independent Study, Individualized Instruction, *Language Instruction, Modern Language Curriculum, Second Language Learning, Student Motivation, Teaching Methods, Tutors, *Uncommonly Taught Languages

Identifiers—*Critical Languages, NDEA Title VI
This is the final report describing a supervised program of self-instruction in critical languages at the undergraduate level. The project was begun

at a single college in 1963, was expanded to a statewide basis in 1966, and was again enlarged to run on a national basis in 1969. In 1971-72, over 1,000 students were enrolled in these programs at about 45 colleges across the country. The primary method employed in this project was the initiation of self-instructional programs on individual college campuses in order to examine such factors in self-instructional language learning as motivation and aptitude, suitability of existing materials, the roles played by campus coordinators, tutors, and outside examiners, and problems of interinstitutional cooperation in furthering this method. The basic conclusion was that independent study of critical languages is a financially and academically viable means for the small college as well as the large university to broaden significantly their offerings of foreign languages to the carefully selected and well-motivated student. A major goal of the project was to determine the feasibility of "institutionalizing" the overall program structure to assure continuation of individual programs; this goal was partly achieved with the formation of a National Association for Self-Instructional Language Programs. Appendices contain: program data for 1969-70, 1970-71, and 1971-72; a guide to a film on self-instruction; reports on two conferences on independent language study; a checklist for CLP evaluators; and copy for the back cover of the SILP Handbook. (Author/AM)

ED 107 097 FL 005 062
De La Cruz, Nina

Russian: An Active Introduction.

Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.

Pub Date 73

Note—168p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.10, domestic postpaid; \$1.75 GPO bookstore)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Communication Skills, *Conversational Language Courses, Dialogue, Grammar, Instructional Materials, Intensive Language Courses, *Language Instruction, Language Patterns, Language Skills, *Oral Communication, *Russian, Teaching Methods, *Textbooks, Vocabulary

The Active Introduction is one of the modules in an array of materials used in Russian training for beginners at the Foreign Service Institute. It is essentially a catalog of sentences relating to typical daily activities which can be combined to form different communication sequences in dialog form. Students learn to speak Russian through engaging in a running dialog with a teacher as a communication sequence unfolds. It is expected that the teacher will control the sequence at first and that as the students' mastery develops, they will assume more control. The book is used in conjunction with a table-top city model on which activities are demonstrated and imitated. Instructions are given for the construction of such a model. The central goal in developing the material was to make possible the formation of natural sequences, and therefore the grammar features occurring in the sentences derive from the choice of what is to be communicated rather than from an inventory of preselected items to be covered. This method is intended as an alternative to a traditional structure-based, "one-textbook" approach. In any given sentence, some of the grammatical patterns partially exemplified in it are expanded, others are considered for the moment as isolated items to be learned in that context only. (Author/AM)

ED 107 098 95 FL 005 067
Boyd-Bowman, Peter

Self-Instructional Language Programs. A Handbook for Faculty and Students. Occasional Publication No. 20.

New York State Education Dept., Albany. Foreign Area Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 73

Note—62p.

Available from—State Education Department, Council for Intercultural Studies and Programs, Albany, New York 12224 (\$1.50)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Administrator Guides, Auto-instructional Aids, *College Language Programs, Examiners, Higher Education, *Independent Study, Instructional Materials, *Language Instruction, Native Speakers, Program Planning, Second Language Learning, Testing, *Uncommonly Taught Languages

This handbook is intended as a guide for the development of self-instructional programs in languages not generally taught in colleges and universities. Guidelines are offered for the choice of languages, the ordering of materials, and recruitment of students, native speakers, and examiners. Approximate cost per language is indicated. Appendices contain a bibliography and instructions for drilling, tutoring, testing, and obtaining materials. (AM)

ED 107 099

FL 005 068

Schiffman, Harold F.

Reader for Advanced Spoken Tamil, Parts 1 and 2.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-0-7706

Pub Date Sep 71

Contract—OEC-0-70-4180(823)

Note—298p.; For related document, see ED 054 706

Available from—Dept. of Asian Languages and Literature, Univ. of Washington, Seattle, Washington 98195 (free of charge). Accompanying tapes available from language laboratory at cost

Document Not Available from EDRS.

Descriptors—Adjectives, Conversational Language Courses, *Drama, Dravidian Languages, *Grammar, Instructional Materials, Language Instruction, Nominals, Phonology, Pronouns, Radio, *Reading Materials, Regional Dialects, Scripts, Second Language Learning, *Standard Spoken Usage, Syntax, *Tamil, Uncommonly Taught Languages, Verbs, Vocabulary

Identifiers—NDEA Title VI

Part 1 of this reader consists of transcriptions of five Tamil radio plays, with exercises, notes, and discussion. Part 2 is a synopsis grammar and a glossary. Both are intended for advanced students of Tamil who have had at least two years of instruction in the spoken language at the college level. The materials have been tested in classroom use and have been found to be suitable for use at the end of the second year of instruction for some advanced students, and later for less advanced students. Part 1 contains transcriptions and annotations of five radio plays originally broadcast over All-India Radio from the Trichy station in 1966. The plays deal with day-to-day problems of the middle-class Tamilian in modern urban society. The spoken dialect in which the plays were originally broadcast is the non-Brahmin dialect of educated speakers of mainland Tamil. The material has been edited only to make certain phonological sequences clearer, to correct slips of the tongue, or to regularize Brahminisms. Part 2 of the reader contains a synopsis of the phonology and grammar of spoken Tamil, focusing on transliteration, literary conversions, phonological and morphophonemic rules, optional rules, and hesitation forms. A Tamil-English and an English-Tamil glossary complete the volume. (AM)

ED 107 100

FL 005 071

Love, F. William D. Honig, Lucille J.

Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12.

American Council on the Teaching of Foreign Languages, New York, N.Y.; Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Pub Date 73

Note—377p.

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—Chinese, *Elementary Secondary Education, Experimental Programs, Film Programs, French, German, Individualized Programs, *Instructional Innovation, Intensive Language Courses, Intercultural Programs, Language Enrichment, *Language Instruction, *Language Programs, Latin, *Program Descriptions, Program Guides, Russian, Second Languages, Spanish

This report presents information on 51 current innovative foreign language projects and programs for grades K-12. Information was collected by means of a year-long, national survey of continuing language programs, which involved announcements in journals, newsletters, and other publications; form letters to program supervisors; an ERIC search; a search of professional literature over the past five years; and word-of-mouth and personal knowledge. Questionnaires were sent to over 250 programs identified by these means, and approximately 150 were returned. The survey uncovered innovations in the areas of: (1) patterns of organization, (2) means of instruction, (3) locales of study, (4) subject matter, (5) motivational incentives, (6) special target groups, and (7) instructional resources. Long reports (on 24 of the 51 programs described) contain the following information: an overview, development status, target audience, program goals, grouping and scheduling arrangements, methodology and representative content, credit and articulation, materials and facilities, roles of teachers and other personnel, training requirements, role of community, program evaluation, funding and costs, adaptability of concepts to other places, available descriptions, and contact person. Short reports (on 27 programs) consist of a narrative description and one paragraph on one of the above sections, as well as the name of a contact person. (AM)

ED 107 101

FL 005 090

Lambert, Richard D.

Language and Area Studies Review. Monograph 17.

American Academy of Political and Social Science, Philadelphia, Pa.

Spons Agency—Social Science Research Council, Washington, D.C.

Pub Date 73

Contract—OEC-0-8-000129-3542(014); OEC-0-73-1197

Note—490p.

Available from—American Academy of Political and Social Science, 3937 Chestnut Street, Philadelphia, Pennsylvania 19104

Document Not Available from EDRS.

Descriptors—*Area Studies, Asian Studies, *College Language Programs, College Majors, *College Programs, Cultural Education, Graduate Students, Higher Education, *Language and Area Centers, Language Instruction, Language Research, Middle Eastern Studies, Program Evaluation, Social Studies, Specialists, *Statistical Surveys, Undergraduate Students

Identifiers—African Studies, Eastern European Studies, Latin American Studies

This report presents results of a three-year review and evaluation of American college and university programs in Latin American, Eastern European, Middle Eastern, African, and Asian studies. Information was gathered through site visits; interviews of students, faculty, department chairmen, and administrators; and attendance at area association meetings. In addition, questionnaires were analyzed from program directors, individual specialists, and program graduates. Transcripts of degree recipients were also analyzed. The aim of the survey was to examine in detail the scale, composition, and direction of language and area studies, with particular emphasis on aggregate patterns. The sampling process for collecting information on individuals is described, followed by a study of the characteristics and types of individual specialists. A national cross-sectional analysis of area courses and a similar analysis of language instruction follow. Types of programs are explored, as well as their institutional setting, quality, productivity, and financing. Enrollment figures are analyzed and compared, and the motivation and characteristics of program students are discussed. The report concludes with recommendations and comments on the future development of language and area studies. Appendices contain sample questionnaires and an inventory of language and area study programs. (Author/AM)

ED 107 102

FL 005 091

Leslau, Wolf

Intermediate Amharic Cultural Reader. Final Report.

Spons Agency—Institute of International Studies (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-1015

Pub Date Oct 73

Contract—OEC-0-71-2395(823)

Note—357p.; Not available in hard copy due to marginal legibility of original document.

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Afro Asiatic Languages, *Amharic, *Cultural Background, Instructional Materials, Language Instruction, *Reading Materials, Semitic Languages, Sociocultural Patterns, Student Developed Materials, Teacher Developed Materials, *Textbooks, Uncommonly Taught Languages, Vocabulary

Identifiers—*Ethiopia, NDEA Title VI

This reader is intended to provide material for the intermediate-level student of Amharic, as well as to introduce the student to the cultural and social life of Ethiopia. The 39 texts were each prepared by a different student at Haile Selassie I University, thus providing the reader with a variety of language styles. The Amharic texts are followed by their English translations, which are as close as possible to the original, and which retain Amharic technical terms. An Amharic-English glossary completes the volume. (AM)

ED 107 103

FL 005 098

Geno, Thomas H., Ed. Bostick, Herman F., Ed. ACTFL Workshop Proceedings: Black Literature of French Expression.

American Council on the Teaching of Foreign Languages, New York, N.Y.

Pub Date Nov 72

Note—35p.; Proceedings from the preconference workshop of ACTFL (Atlanta, Georgia, November 20-22, 1972)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*African Culture, African History, *African Literature, Area Studies, Art, Christianity, Conferences, Cultural Background, Dance, Ethnic Studies, *French, French Literature, Geography, Islamic Culture, Language Instruction, Music, Negro Culture, *Negro Literature, Religion, *Teacher Workshops

Identifiers—*Caribbean Literature

This compilation of working papers is part 1 of the proceedings of the ACTFL 1972 preconference workshop on black francophone literature. Part 2, to be completed in the future, will be a bibliography containing primary and secondary sources, textbooks, articles, a glossary of African terms, and resource materials useful in language classrooms. The papers are summarized under the following headings: (1) African Religious Orientation; (2) Physical Africa; (3) Art, Music, and Dance; (4) African History; (5) Literature of West Africa; (6) Literature of Central and Equatorial Africa; (7) Caribbean Literature; and (8) Pedagogy. An appendix contains an alphabetical listing of resource consultants and chairmen who participated in the workshop and who may be contacted for further information. (AM)

ED 107 104

FL 005 111

De Landseheere, Gilbert

Le test de mesure de la lisibilité et de la compréhension (Cloze Test: Measure of Readability and Comprehension).

Pub Date 25 May 73

Note—125p.; In French

Available from—Labor, rue Royale, 342, B-1030 Brussels, Belgium

Document Not Available from EDRS.

Descriptors—*Cloze Procedure, Content Reading, *Context Clues, Language Skills, *Measurement Techniques, Reading Ability, *Reading Comprehension, Reading Diagnosis, *Reading Tests, Testing, Validity, Writing Skills

This book describes the cloze test, an instructional tool that has been used in the United States for the past 15 years but has not yet been extensively researched in francophone countries. The first section presents a synthesis of the most important American studies and outlines a theoretical framework for researchers and teachers of French who do not yet use cloze tests. This section includes a definition and history of the cloze test; a description of the test as a comprehension measure, as a diagnostic measure, and as an instrument of linguistic research and instruction; a discussion of the validity of the technique from the theoretical and experimental point of view; and examples of its application. Section 2 reports on exploratory research with Belgian populations ranging in age from 9 to 18. A final section reports that this study confirmed conclusions of American research, i.e., that the

cloze test is an economical instrument which provides a valid direct measure of readability and comprehension; and that the test is an important diagnostic, research, and instructional tool. Appendices include the six texts chosen for the test and a test sample. A bibliography completes the volume. (Author/AM)

ED 107 105 FL 005 127

Bowen, J. Donald

New Mexican Spanish Verb Forms.

Pub Date 74

Note—13p.; From "Southwest Areal Linguistics," ed. Garland Bills. San Diego State University, 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Comparative Analysis, Componential Analysis, Contrastive Linguistics, Descriptive Linguistics, Grammar, Language Patterns, Morphology (Languages), *Morphophonemics, *Phonology, *Regional Dialects, *Spanish, Standard Spoken Usage, Structural Analysis, *Verbs

This paper presents a morphophonemic analysis of the characteristics that distinguish verb structure in New Mexican Spanish from that of Standard Spanish. Verb structure and classification are discussed, and verbs are analyzed as being composed of four components: stem, thematic vowel, tense-aspect, and person-number. Verbs are classified as regular or irregular according to deviations in these four components. The following phonological rules and tendencies are proposed as highlighting significant points of contrast between Standard and New Mexican Spanish: /y/ becomes /i/; /c/ becomes /k/; /y/ drops if the first vowel is stressed and is higher or more front than the second (excluding /u/); /Vr#/ becomes /Vre#/; /gw/ becomes /w/; New Mexican Spanish avoids certain Standard Spanish consonant clusters and sequences; New Mexican Spanish has patterned reductions in the normal stream of speech. The paper concludes that verb patterns in New Mexican Spanish identify it as a distinctive dialect of Standard Spanish; that these modifications are logical and produce more regular patterns; and that New Mexican Spanish deserves to be counted among the prestige dialects of Modern Spanish. (AM)

ED 107 106 FL 005 548

James, Deborah

A Study in the Relationships of "Oh," "Ah," "Say," and "Well" to Numerous Grammatical Phenomena. University of Michigan Papers in Linguistics.

Michigan Univ., Ann Arbor. Dept. of Linguistics.

Pub Date Dec 73

Note—15p.; Paper presented at the Annual Meeting of the Linguistic Society of America (48th, San Diego, California, December 1973)

Available from—Department of Linguistics, University of Michigan, Ann Arbor, Michigan

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adverbs, *Expressive Language, *Grammar, Idioms, Language Patterns, *Language Usage, Nominals, Phrase Structure, Pronouns, *Semantics, *Sentence Structure, Syntax

Identifiers—*Interjections (Grammar)

This paper examines semantic constraints governing the occurrence of interjections with various other types of grammatical phenomena. Four interjections, "oh," "ah," "say," and "well," which typically occur embedded in sentences, are discussed in terms of their semantic properties and possible contexts. It is concluded that: interjections do not occur inside sentences unless there is a plausible semantic alternative to the element which follows them and which they refer to; "oh" and "well" can be used if the speaker is simply trying to think of alternatives, but that "say" and "ah" have more stringent conditions attached, and that there are numerous grammatical phenomena with which any or all of these interjections are incompatible. These phenomena include: certain types of pronouns, idioms, final sentence adverbs, negative polarity items, presupposition-suspending "if" clauses, picture noun clauses, proposed adverbials, and topicalized words. It is further concluded that the behavior of interjections can reflect or reveal unusual and poorly understood properties of phenomena such as picture noun clauses and proposed adverbials. (Author/AM)

ED 107 107 FL 005 896

Beard, Robert

Word Formation: The Anarchy of the Art.

Pub Date 10 Mar 74

Note—24p.; Revision of paper presented at the Annual Meeting of the International Linguistic Association (19th, New York, March 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adjectives, Componential Analysis, Diachronic Linguistics, *Etymology, Generative Grammar, Grammar, Lexicology, *Linguistic Theory, *Morphology (Languages), Nominals, Semantics, *Structural Analysis, Syntax, *Transformation Theory (Language)

This is a state-of-the-art review of word formative morphology. The paper surveys three loosely knit 'schools' of word formation: (1) the Generative school, (2) the Continental school, and (3) the Slavistic school. It points out that much work in word formation is being duplicated because of a lack of coordination and communication between the respective schools. The paper concludes with a list of the 10 most perplexing problems facing word formationists today: (1) semantic-syntactic asymmetry, (2) derivational gaps, (3) lexicalization, (4) semiproductivity, (5) rule order, (6) derivational direction or 'motivati', (7) the apparently ineluctable ad hocness in the derivation of relative adjectives and some noun compounds, (8) the location of the word formation component in the grammar, (9) confusion of nongenerable and nonoccurring forms, and (10) the problem of currency (how to determine which of several generable forms with appropriate meanings will in fact gain currency). The problems are discussed in the text and associated with appropriate references in the bibliography. (Author)

ED 107 108 FL 006 019

Bartz, Walter H. Schulz, Renate A.

Approaches to the Testing of Communicative Competence.

Pub Date Apr 74

Note—22p.; Paper presented at the Central States Conference on the Teaching of Foreign Languages (Milwaukee, Wisconsin, April 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Communication Skills, *Language Instruction, Language Skills, *Language Tests, Linguistic Competence, *Linguistic Performance, Listening Comprehension, Scoring, *Testing, Testing Problems, *Verbal Communication

Identifiers—*Communicative Competence

While most foreign language programs list communicative language use as a primary goal, classroom tests seldom reflect this objective but rather focus on discrete-point linguistic competence. The authors present a model of the communication process and point to the main task in constructing tests of communicative competence: devising simulated communicative situations in which the student can send or receive an extended message to fulfill a situational task requirement within his limited range of the target language vocabulary and structures. Examples of items for testing listening comprehension, reading, writing, speaking, as well as integrative skill use are given, and problems of administering and scoring tests of communicative competence are discussed. The paper concludes by summarizing student reactions to tests of communicative competence actually administered in a classroom situation. (Author)

ED 107 109 FL 006 124

Jankowsky, Kurt R., Ed.

Language and International Studies. Georgetown University Round Table on Languages and Linguistics 1973.

Georgetown Univ., Washington, D.C. School of Languages and Linguistics.

Pub Date 73

Note—238p.

Available from—Publications Department, School of Languages and Linguistics, Georgetown University, Washington, D.C. 20007 (\$3.50)

Document Not Available from EDRS.

Descriptors—Applied Linguistics, College Language Programs, English (Second Language), Foreign Relations, Humanities, *International Education, International Programs, *Language Instruction, *Language Programs, Language Skills, *Modern Language Curriculum, Modern

Languages, *Second Language Learning, Study Abroad, Surface Structure, University Libraries, Vocabulary

"Language and International Studies" is the theme of the 20 papers which appear in this volume and which were presented at the 24th annual Round Table meeting held in March 1973. In addition, the paper of one absent panelist, Wolfgang Kuhlwein, is included. The first panel, consisting of Kuhlwein, Leopold Engels, James Harris, Terence Langendoen, John Lawler, and Winfried Lehmann focused on linguistic, social, and practical considerations in foreign language instruction. Curriculum design and classroom implementation were discussed by Emma Birkmaier, Clerton Hodge, Wilga Rivers, Earl Stevick, and Charles Townsend in the second session. Panel 3, composed of Harold Bradley, John Carroll, James Collins, Vera Rubin, and Warren Tsunetsu, examined practical implications of foreign language learning for the student. The final group—Jane Alden, Jermaine Arendt, Harold Cannon, Gerhard Nickel, and Richard Thompson—offered their evaluations of foreign language programs from the point of view of the private and public agencies which they represent. The reports of the interest group sessions appear in an appendix. (SB/AM)

ED 107 110 FL 006 296

Bell, Alan

Development of Syllabic Nasals: The Case of the Bantu Noun Class Prefixes "Mu-, 'Mi-, 'Ma-." Working Papers on Language Universals, No. 2.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Jan 70

Note—21p.

Available from—Anthropological Linguistics, Anthropology Department, Rawles Hall 108, Indiana University, Bloomington, Indiana 47401 (\$0.55)

Journal Cit—Anthropological Linguistics; v14 n2 p29-55 1972

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—African Languages, *Bantu Languages, Contrastive Linguistics, Descriptive Linguistics, Diachronic Linguistics, *Distinctive Features, Form Classes (Languages), Language Patterns, Language Research, Language Universals, *Nominals, *Phonological Units, Structural Analysis, *Syllables, Vowels

The reflexes of the proto-Bantu noun class prefixes of the form "mu-, 'mi-, and 'ma-" are compared in 84 Bantu languages. The hypotheses that syllabic nasals arise preferably from sequences of m + rounded high vowel, rather than m + unrounded high vowel, are tested against the data. The approach is an example of intragenetic comparison discussed by Greenberg (1969). The results confirm the hypotheses. Some details on the stages of development of syllabic nasals are discussed, and a formal representation of the intermediate states and processes is sketched. (Author)

ED 107 111 FL 006 304

Moravcsik, Edith A.

Agreement. Working Papers on Language Universals, No. 5.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date May 71

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Case (Grammar), Componential Analysis, *Grammar, Language Patterns, *Language Universals, *Linguistic Theory, *Morphology (Languages), Nominals, Phrase Structure, Pronouns, Semantics, Sentence Structure, *Structural Analysis

Identifiers—*Agreement (Grammar)

The paper constitutes an attempt to provide a nonenumerative characterization of agreeing terms and agreement features. The following pertinent statements turn out to be (near) exceptionless: only coreferential terms agree, and for any given language all agreement features are pronominal ones. Four agreement features, gender, number, definiteness, person, are discussed in more detail. For gender and number, a distinction between noun-phrase-internal and noun-phrase-external agreement is made, and the generalization is suggested that if agreement takes place in terms of "semantic" rather than "grammatical" gender or number within the noun

phrase, then noun-phrase-external agreement is also "semantic." Some informal suggestions are made about how various language (-type)-specific agreement phenomena can be accounted for in terms of assumptions about universal underlying structure. (Author)

ED 107 112 FL 006 333

Wang, Peter Chin-lang

Some Extra Problems That the Bilingual Teachers of Chinese Children Should Consider.

Pub Date 74

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Bilingual Education, Cantonese, *Chinese, *Chinese Americans, Cultural Factors, *Dialects, Ethnic Groups, Language Instruction, Language Programs, Mandarin Chinese, Minority Groups, Official Languages, *Standard Spoken Usage

This article discusses some special problems related to bilingual education for Chinese-speaking children. Three major questions are raised. The first results from confusion over the meaning of the term "Chinese"; one must decide whether Mandarin, Canton, or Taishan should be used as the language of instruction. It is suggested that Mandarin be used because it is the accepted official language in the People's Republic of China, Taiwan, and the United Nations and because it is necessary for reading and writing. The second question is whether to teach Mandarin or another dialect to the English-speaking students in a bilingual program. Mandarin is again suggested because it has a simpler sound system and because it can be studied further at many U.S. universities. Finally, there is the question of whether characters or alphabetical writing should be used and whether traditional or simplified characters should be used. The use of characters is advocated because it is the form used by Chinese speakers. The simplified system is also advocated because it offers many advantages, including the fact that it is used at the United Nations. (AM)

ED 107 113 FL 006 385

Tyack, Dorothy

Some Notes on Lee and Canter's "Developmental Sentence Scoring: A Clinical Procedure for Estimating Syntactic Development in Children's Spontaneous Speech." Papers and Reports on Child Language Development, No. 4.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Jun 72

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Aphasia, *Child Language, Language Ability, *Language Development, Language Research, *Linguistic Competence, Measurement Techniques, *Psycholinguistics, Retarded Speech Development, Sentence Structure, *Speech Evaluation, Speech Tests, *Syntax, Verbal Development, Vocabulary Development

This paper discusses Lee and Canter's procedure for assessing child language development as an example of how psycholinguistics is beginning to enter the language clinic. The procedure includes recording and transcribing examples of children's sentences, then scoring them to yield a Developmental Sentence Score (DDS). This procedure was compared to two other measures of child language development, a word-morpheme count and an inflection acquisition measure. Lee and Canter's procedure is considered especially significant in that it is based on the actual production of a child, but a main objection is that their approach is not linguistically oriented enough, so that their definition of what constitutes a sentence overlooks valuable information. (AM)

ED 107 114 FL 006 388

Haviland, Susan E. Clark, Eve V.

"This Man's Father Is My Father's Son": A Study of the Acquisition of English Kin Terms. Papers and Reports on Child Language Development, No. 5.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Dec 72

Note—31p.; Paper presented at the Conference on Kinship Semantics (Riverside, California, December 18-20, 1972)

Available from—Cambridge University Press, American Branch, 32 East 57th Street, New York, New York 10022 (4 pounds)

Journal Cit—Journal of Child Language; v1 n1 p23-47 May 1974

Document Not Available from EDRS.

Descriptors—American English, *Child Language, Cognitive Development, Cognitive Processes, Componential Analysis, Deep Structure, *Language Development, Language Patterns, Language Universals, Lexicology, Linguistic Theory, *Psycholinguistics, *Semantics, *Vocabulary Development

Identifiers—*Kinship Terms, Piagetian Theory

This study of the acquisition of kinship terms in English is a test of the hypothesis that lexical items are learned in their order of complexity and of the validity of relational analysis in predicting the order of the acquisition of kinship terms. Earlier studies of kinship terms, Piaget's in particular, are first discussed, as well as the componential systems used by Wallace and Atkins and Romney and D'Andrade to predict acquisition order. An alternative approach is then discussed which uses Bierwisch's relational components system. This is followed by a review of the possible predictions of this system about the acquisition of kinship terms and the order of their acquisition. In the experiment described here, 30 protocols were collected from 30 children aged 3;5 to 8;10 years. This study extended the findings of previous research to cover all the 15 kin terms commonly used by speakers of English. Results of the study support the complexity hypotheses and indicate that the relational analysis is a viable tool in studying the acquisition of kinship terms. (AM)

ED 107 115 FL 006 394

Ferguson, Charles A.

Fricatives in Child Language Acquisition. Papers and Reports on Child Language Development, No. 6.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Apr 73

Note—25p.; Appears in "Papers on Linguistics and Child Language: Ruth Hirsch Weir Memorial Volume" (The Hague: Mouton, 1974)

Available from—Mouton and Co., Frankenslag 173, P.O. Box 1132, The Hague, Netherlands

Document Not Available from EDRS.

Descriptors—*Child Language, Distinctive Features, English, *Language Development, Language Research, Linguistic Theory, Phonological Units, *Phonology, *Psycholinguistics

Identifiers—*Fricatives

This paper examines the acquisition of English fricatives and is a preliminary report on one aspect of the Child Phonology Project at Stanford University. A characterization of English fricatives is presented, followed by a summary of current information on their acquisition. Three sample hypotheses from the Stanford project are discussed in connection with experimental data: (1) phonemic perception of a voiceless-voiced pair of fricatives implies phonemic perception of a voiceless-voiced pair of stops or affricates at the same place of articulation; (2) errors in the production of fricatives will be in the direction of less marked counterparts; and (3) acquisition of the oppositions /k-g/ and /t-v/ precedes acquisition of voiceless and voiced /kh/, which precedes acquisition of voiceless and voiced /th/. Overall results seem to confirm numbers 1 and 2 but not 3. On the basis of previously available information and new data, a number of general observations are made about the phonological development of fricatives. Although the findings of this paper are tentative, it is hoped they may stimulate further study of language behavior. (Author/AM)

ED 107 116 FL 006 408

Lorentz, James P.

A Deviant Phonological System of English. Papers and Reports on Child Language Development, No. 8.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Jun 74

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Articulation (Speech), *Child Language, Distinctive Features, English, *Language Development, *Language Handicaps, Linguistic Performance, Phonemics, Phonetics, *Phonology, Pronunciation, *Psycholinguistics, Speech Pathology, Structural Analysis

This is a report on the deviant phonological system of a 4-year-old child. Although this system is characterized by deletions, assimilations, simplifications, and distortions, there is a regularity in the system which lends itself to systematic phonological analysis. Based on an examination of sample phonological deviations, the following rules are generalized. (1) In word initial environments: nasals, /l/, and /h/ are not distorted; stops are not deleted, but voiceless stops are generally unaspirated; all other segments are realized as either [l] or [w], except voiced 'pre-dental' fricatives, which are reduced to stops, and initial prenasal fricatives which are deleted. (2) In word final and word medial environments: word final consonants are deleted when they follow another consonant; word final or medial fricatives after syllabic nuclei are deleted if voiced, or realized as [h] if they are voiceless; word final or medial stops occurring between syllabic nuclei are reduced to glottal stop if voiceless, or deleted completely if voiced; in word final position before silence or a word which begins with a consonant, stops are generally reduced in the same manner, but to a much lesser degree. Such a study is deemed important because it provides information for further phonological research. (Author/AM)

ED 107 117 FL 006 411

Kypriotaki, Lyn

The Acquisition of Aux. Papers and Reports on Child Language Development, No. 8.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Jun 74

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Child Language, Deep Structure, *Language Development, Language Patterns, Language Research, *Linguistic Theory, Psycholinguistics, Sentence Structure, Surface Structure, Syntax, Transformation Generative Grammar, *Transformation Theory (Language), Verbal Tests, Verbs

This report examines the question of whether grammatical rules are globally learned and applied. It also attempts to determine the underlying word order in English as well as the developmental sequence of the acquisition of Aux. A sentence-repetition test using positive statements, positive questions, and negative questions was administered to 30 children, aged 2 years, 1 month, to 5 years, 1 month, in order to examine these three questions. Results showed grammatical variation and seemed to indicate that rules are not globally learned and applied. The question of whether statements or questions are the underlying forms of English is unresolved. Rather than a single developmental sequence, varied strategies seem to account for child development of the acquisition of Aux. A revised transformational theory, asserting that sentences which have undergone a greater number of transformations are more difficult, is shown to be incorrect. (AM)

ED 107 118 FL 006 415

Bowerman, Melissa

Learning the Structure of Causative Verbs: A Study in the Relationship of Cognitive, Semantic and Syntactic Development. Papers and Reports on Child Language Development, No. 8.

Stanford Univ., Calif. Committee on Linguistics.

Pub Date Jun 74

Note—38p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Child Language, Cognitive Processes, Componential Analysis, Deep Structure, Error Patterns, *Language Development, Language Research, Learning Processes, Lexicology, Linguistic Competence, Linguistic Theory, *Psycholinguistics, Semantics, Semiotics, Structural Analysis, Syntax, *Verbs

Identifiers—*Causatives

This is a study of the kinds of processes involved in learning the meaning of individual lexical items, and in particular how the acquisition of lexical meaning is related to the cognitive structuring of events on the one hand and the ability to produce syntactic paraphrases of a word's meaning and other related constructions on the other. It is proposed that errors involving the use of noncausative verbs in a causative sense come about through inference of a derivational or in-

clusive relationship between causative verbs and their noncausative counterparts and through a generalization by analogy with these causative verbs. It is further argued that when a child first begins to use causative verbs, they are essentially unanalyzed forms, i.e., the child uses a linguistic form without being aware of its internal structure. The evidence that unanalyzed forms have been analyzed is the creation of novel forms which are made up of same or similar components combined according to the same rules. Thus, a fundamental distinction is made between cognitive knowledge and knowledge of a linguistic structure. (AM)

ED 107 119 FL 006 587

Leap, William L.

Ethnic, Emics, and the New Ideology: The Identity Potential of Indian English.

Pub Date 74

Note—8p.; Reprint from "Social and Cultural Identity," edited by Thomas K. Fitzgerald, SAS Proceedings No. 8, 1974

Available from—University of Georgia Press, Athens, Georgia 30602 (\$3.75)

Document Not Available from EDRS.

Descriptors—American English, American Indian Culture, *American Indians, Bilingual Education, Cultural Factors, Diglossia, English (Second Language), Ethnic Groups, *Language Role, *Nonstandard Dialects, Social Sciences, Sociocultural Patterns, *Sociolinguistics, Standard Spoken Usage, Structural Analysis, Tribes

This paper considers some aspects of the role of language in the maintenance of social and cultural identity by examining the identity potential of Indian English in the United States. A main point is that identity concepts cannot be taken at face value, but must be considered in terms of their sociocultural consequences. In the case of Indian English, the co-existence of standard American English and the local nonstandard code is an indication of the desire to maintain an Indian identity, of not wanting to conform completely with Anglo norms. A second point concerns the responsibility of the social sciences to go beyond mere documentation. In this case, the social scientist has the responsibility to reveal the contradictions inherent in the use of the identity concept. That is, while a desire to encourage the use of local nonstandard codes may be well-meaning, it also encourages de facto segregation of the Indian community from the mainstream of American life. It is therefore suggested that Indian education programs aim for control over the standard Anglo code as well as the local Indian language. (AM)

ED 107 120 FL 006 783

Koch, Monica

A Demystification of Syntactic Drift. Montreal Working Papers in Linguistics, Vol. 3.

McGill Univ., Montreal (Quebec); Montreal Univ. (Quebec); Quebec Univ., Montreal.

Pub Date Dec 74

Note—54p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Case (Grammar), Contrastive Linguistics, *Diachronic Linguistics, *English, Form Classes (Languages), Function Words, Indo European Languages, Language Patterns, *Linguistic Theory, Morphology (Languages), Nominals, *Old English, Phonology, Phrase Structure, Sentence Structure, Structural Analysis, Surface Structure, *Syntax, Verbs

This paper addresses itself to the question of why the English language should have levelled almost all of its inflections, and what the relationship is between the breakdown of the case system and the rise of fixed word-order, prepositional phrases, and verb periphrases. The explanation proposed for the phenomenon of syntactic drift is considered superior to the traditional explanation of the erosive effect of phonological change, and to the postulation of a metacognitive responsible for the proliferation of free-standing segments rather than bound morphemes. First of all it is shown that Old English and Modern English are structurally more similar than has traditionally been assumed, that changes evident in Modern English can be traced from the earliest documentations of Old English. It is further shown that the answer cannot be found within the history of English, but rather, that the independent but parallel developments which take place in related languages are due to the structural features of the

protolanguage, in this case, the Indo-European protolanguage. Finally it is shown that, while word-order change is not the sole cause of syntactic changes, it can be called upon to relate many diachronic developments which have until now defied explanation. (Author/AM)

ED 107 121 FL 006 811

Byrd, Donald R. H. Dumich, John

Prolegomena to the Language Syllabus.

Pub Date 75

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Applied Linguistics, *Curriculum Guides, English (Second Language), Error Patterns, *Instructional Materials, Interference (Language Learning), *Language Guides, Language Instruction, Language Universals, Learning Processes, Linguistic Competence, *Material Development, Psycholinguistics, Second Language Learning, Student Motivation, Teacher Developed Materials, *Teaching Guides

The purpose of this paper is to clarify the theoretical concept of a syllabus by specifying important variables and priorities in its preparation and application. The scope and nature of the syllabus are discussed, followed by an examination of learning processes and strategies. The focus of the syllabus is seen as being fluency and flexibility, and as possible having some effect on student motivation. Since learning must be seen from the student's point of view, learning-focused materials are considered necessary in the syllabus. Some practical considerations are discussed, specifically general criteria for the language syllabus, sequencing, and item entry. Results of a questionnaire are shown, in which 50 ESL teachers indicated at what point they would introduce each of 45 grammatical structures. These results are compared to responses given by non-ESL educators. The use of Learning Effort Units (LEU's) as criteria for the entry of structures in a syllabus are discussed. It is hoped that this study will demonstrate the utility of an independent, objective teacher consensus in preparing a syllabus based on sound linguistic applications and not necessarily mirrored in existing language learning materials. (Author/AM)

ED 107 122 FL 006 812

Hagiwara, M. P.

A Triple-Track Program in the Second-Year French Courses: A Pilot Study.

Pub Date [70]

Note—73p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*College Language Programs, Curriculum Design, Curriculum Development, *French, Higher Education, Instructional Materials, *Language Instruction, Measurement Instruments, *Pilot Projects, *Program Descriptions, Second Language Learning, Tables (Data), Teaching Methods

This is a report of a pilot study conducted by the Department of Romance Languages of the University of Michigan to assess the feasibility of a multiple-track foreign language program for second-year language students. The multiple-track system was used during the winter semester of 1969. Three types of French classes were offered. One type was engaged in the "normal" language teaching activities of the second-year courses. The other two emphasized oral French and reading respectively while de-emphasizing the other language skills. This report describes the procedures and materials used in the pilot experiment, measurement techniques, and teacher and student selection. Results of the study are summarized, and recommendations are made concerning program materials and teaching methods. In general, the results of the pilot experiment were viewed as encouraging in that the posttest performance of students indicated no significant differences among the three tracks. The experimental courses were well received by most students who participated, and the multiple-track French program seemed to create needed curricular flexibility in second-year courses. Extensive statistical data are appended. (PMP)

ED 107 123 FL 006 825

Patterson, Betty Soon Ju

A Study of Korean Causatives. Working Papers in Linguistics, Vol. 6, No. 4.

Hawaii Univ., Honolulu. Dept. of Linguistics.

Pub Date Jun 74

Note—56p.; Master's Thesis, University of Hawaii
EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Deep Structure, *Descriptive Linguistics, Form Classes (Languages), Grammar, *Korean, Language Patterns, Semantics, Sentence Diagramming, *Sentence Structure, *Structural Analysis, Suffixes, Surface Structure, Syntax, Uncommonly Taught Languages, *Verbs, Vocabulary

Identifiers—*Causatives

This paper proposes that some but not all "I" causatives in Korean are analyzable, and argues that case markers in Korean are not merely surface phenomena, but are semantically and syntactically significant. The types of Korean causatives are introduced, as well as the major problems involved in their analysis. Previous generative works are summarized. The relationship between "I" and "ha" causatives is investigated; some syntactic and semantic properties of the two causatives are compared and utilized as criteria for evaluating the hypotheses considered. The phenomenon of surface case markers is also investigated, with particular attention to "ha" causatives, and the shapes of the underlying structures for the types of causatives are determined. (Author/AM)

ED 107 124 95 FL 006 836

Aikman, Louis

A Final Evaluation Report for the Five Years of Operation (1969-1974) [of the Bilingual Education Program in Greenville, New Hampshire].

Mascenic Regional Schools, Wilton, N.H.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Bilingual Education.

Pub Date 74

Note—218p.; Appendixes will reproduce poorly due to marginal legibility of original document

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—*Bilingual Education, *Bilingual Schools, Curriculum Development, Curriculum Evaluation, Data Analysis, Elementary Secondary Education, English, Evaluation Methods, *French, *Language Programs, Program Administration, *Program Evaluation, Teacher Developed Materials

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *New Hampshire

This is a final report on a five-year (1969-74) bilingual program in Greenville, New Hampshire. An introduction describes the predicament of the Francophone student and early flaws in the program. Chapter 2 describes the program in terms of French and English instruction, materials development, staff development, community involvement and management. Chapter 3 describes procedures and results of the program evaluation. Chapter 4 describes the formation and functions of a coordinating unit to assist and service all of the ESEA Title VII French/English bilingual projects in the United States in needs assessment, materials and staff development, and dissemination. An appendix contains a list of consultants and news articles about the program. (AM)

ED 107 125 FL 006 853

Sole, Carlos A.

Summary of Results of Student Evaluation Survey: Lower Division Spanish, Fall Semester 1973.

Texas Univ., Austin. Dept. of Spanish and Portuguese.

Pub Date 73

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*College Language Programs, College Students, *Course Evaluation, Faculty Evaluation, Higher Education, *Language Instruction, Program Evaluation, Program Improvement, Questionnaires, School Surveys, Second Language Learning, *Spanish, *Student Attitudes

This paper describes results of a questionnaire administered to over 700 students registered in lower-division Spanish courses in November 1973 at the University of Texas at Austin. The purpose of the questionnaire was to survey student attitudes and to move toward a means of evaluating beginning and intermediate level courses. On the basis of the questionnaire, the following general statements can be made: most students take Spanish because of the language requirement; most teachers are rated favorably; students seem

to want accelerated courses for the better students and slower courses for the poorer students; students desire more courses for nonmajors; most students are interested in learning about the culture and people along with the language. A sample questionnaire is attached. (AM)

ED 107 126 FL 006 867
Chapin, Paul G.

Review of Thomas G. Bever, "A Survey of Some Recent Work in Psycholinguistics." *Linguistic Notes* from La Jolla, No. 3.
California Univ., San Diego. Dept. of Linguistics.
Pub Date 70
Note—28p.

Available from—Department of Linguistics, University of California, San Diego, La Jolla, California 92037

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Cognitive Processes, Computational Linguistics, Deep Structure, Grammar, *Language Research, *Literature Reviews, Memory, Perception, *Psycholinguistics, *Sentence Structure, Structural Analysis, Surface Structure, Syntax, Transformation Generative Grammar.

This review of Bever's psycholinguistics survey is for the most part favorable. Commentary is centered on sections 1, 2, 4, and 6 of the report. The survey's first part is judged significant in that Wundt's pioneering work in psycholinguistics is discussed. The second section, on grammar as a psychological process, is found obscure in its denunciation of the competence-performance distinction. Evidence presented in section 4, on language perception processes, is not found convincing enough to refute the theory of the psychological reality of linguistically defined surface structure. The failure to present relevant data is cited as another fault of the report as well as forcing conclusions based on weak evidence. Section 6 presents three implications of the theory for research in automatic language processing. The arguments, that psycholinguistic research is not a constraint on computational linguistics, and that automatic language processing has as a goal the development of man-made communication, are held to be unsound. The argument that the development of computational algorithms based on grammars generates advances in linguistic theory is considered more valid. (Author/AM)

ED 107 127 FL 006 874
University of Minnesota Foreign Language Curriculum Units.

Minnesota Univ., Minneapolis. Dept. of Foreign Language Education.
Pub Date 75
Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Catalogs, Cultural Context, Curriculum Guides, French, German, *Instructional Materials, Language Enrichment, *Language Instruction, *Modern Language Curriculum, *Resource Materials, Spanish, *Teacher Developed Materials

This catalogue of curriculum units for French, Spanish and German is presented in the hope that foreign language learning can be made exciting and that foreign languages can become functional languages for students. The curriculum units are context-oriented and are intended as models for teacher-developed materials. They are listed by language, alphabetically according to the name of the unit. Following the title, a suggested level is indicated and there is a brief description of the unit. For some of the units, slides are available. An order blank for the units is provided at the end of the catalogue. (Author/AM)

ED 107 128 FL 006 877
Anderson, Theodore

Bilingualism, or the Bilingual Child's Right to Read.
Pub Date May 75

Note—15p.; Paper presented at the Annual International Conference on Bilingual Bicultural Education (4th, Chicago, Illinois, May 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Beginning Reading, Biculturalism, *Bilingual Education, Child Language, Compensatory Education, *Early Childhood Education, *Early Reading, *Educationally Disadvantaged, Educational Needs, *English (Second

Language), Equal Education, Reading Development, Reading Instruction, Second Language Learning

So far bilingual education has had only the most modest success in providing for children of limited English-speaking ability (LESAs) an educational opportunity equal to that of English-speaking children. In fact, to aim only at equality is self-defeating because it is impossible for a LESA child with a five-to-six year handicap ever to catch up with an English-speaking schoolmate. The only solution is to provide the LESA child with a better opportunity in the form of an early start in reading. This paper presents as a reasonable hypothesis a long-range plan for encouraging an LESA child from the age of one and a half to three to learn to read his home language. If he is successful, at age three to five he can learn to read English. In this way, the child overcomes his initial handicap and develops a firm basis for future schooling and for becoming, through ongoing bilingual bicultural education, functional in both his home language and English. (Author/AM)

ED 107 129 FL 006 885
Gething, Thomas W.

Needed Materials for Instruction in Languages of Southeast Asia.

Pub Date [73]

Note—7p.; Paper presented at the Conference on Material Development Needs in the Uncommonly Taught Languages: Priorities for the 70s (Columbia, Maryland, Sept. 29-Oct. 2, 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Audiovisual Aids, Austro Asiatic Languages, Bilingual Education, Burmese, Cambodian, Dictionaries, Educational Needs, Indonesian, *Indonesian Languages, Information Needs, *Instructional Materials, *Language Instruction, Lao, Malay, Material Development, *Sino Tibetan Languages, Standardized Tests, Tagalog, Thai, *Uncommonly Taught Languages, Vietnamese
Identifiers—*Neglected Languages Materials Conference 1974

This paper is a preliminary attempt to identify important gaps in instructional materials for Southeast Asian languages. The need for instructional materials is detailed for: Burmese, Cambodian, Indonesian/Malay, Lao, Tagalog, Thai, and Vietnamese. Attention is drawn particularly to the need for integrated audiovisual materials, materials on nonverbal communication, and standardized tests. Both national and transnational concerns are felt to justify continued attention to the languages of Southeast Asia. (Author/AM)

ED 107 130 FL 006 888
Hodge, Carleton T.

Reconsideration of Language Priorities: Africa.

Pub Date 74

Note—79p.; Parts of pages 10, 11, 19, 20, and 26 of the original document are copyrighted and not available. They do not affect the pagination; Paper presented at the Columbia Conference on Material Development Needs in the Uncommonly Taught Languages: Priorities for the 70's (Columbia, Maryland, Sept. 29-Oct. 2, 1974)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*African Languages, Descriptive Linguistics, Dialect Studies, Language Classification, *Language Planning, Language Programs, *Language Research, Language Role, Literacy Education, Material Development, Multilingualism, Official Languages, Resource Materials, Sociolinguistics, *Statistical Surveys, *Uncommonly Taught Languages

Identifiers—*Neglected Languages Materials Conference 1974

This report is an attempt at revising the 1961 Fife-Nelsen report's list of priority African languages. In making decisions regarding priorities, the following kinds of data are considered most useful: statistical data on the languages involved, such as where the languages are spoken and how many people speak them; data on the cultural role of language; and information on the existing tools of access, such as bibliographies, surveys, and special studies. Several sources of statistical data, which give conflicting pictures of the situation, were used in compiling the list. Appendix 1

lists the selected languages along with statistical data on population, languages, and number of speakers. African countries are seen to be increasingly involved in language description, literacy programs, materials collection, and indigenous language study programs. Similarly, the linguistic literature has increased enormously, although most of it is considered marginally useful. Appendix 2 is a bibliography of resource materials intended as a supplement to existing ones. Suggestions for language planning are given by area, with the headings North Africa, East Africa, Southern Africa, and West Africa. Finally, it is suggested that dictionaries, basic courses, and intermediate and advanced materials constitute the most viable approach to the preparation of tools of access in language planning. (AM)

ED 107 131 FL 006 895
Guide to Programs in Linguistics: 1974-75.

Center for Applied Linguistics, Washington, D.C.; Linguistic Society of America, Washington, D.C.

Pub Date 75
Note—235p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—*College Language Programs, *College Programs, Course Descriptions, Degrees (Titles), Financial Support, Higher Education, Language Instruction, *Linguistics, *Program Descriptions, *Program Guides, Summer Institutes, Uncommonly Taught Languages, Universities

This is a current guide to linguistics programs in the United States and Canada. One hundred and sixty-seven institutions are listed which offer five or more courses broadly defined as "linguistics" and which also offer a degree in linguistics or a degree in another area with a major or minor in linguistics. The institutions are listed in alphabetical order and under each entry is given all or part of the following information: name of department, program, etc., and chairman; a brief description of the program and facilities; course offerings or course areas; staff; financial support available; academic calendar for 1974-75; name and address of the office from which to obtain brochures, catalogues, etc. Information about annual summer institutes is given in Appendix A. Appendix B is a tabular index of universities and their degree offerings, arranged by state, and Appendix C lists schools which teach at least three courses in linguistics. Appendix D is an index of uncommonly-taught languages indicating which institutions offer instruction in them. Appendix E is an index of staff, and Appendix F is an index of linguists in other departments. (Author/AM)

ED 107 132 FL 006 896
Trueba, Henry T.

Controversial Aspects of Bilingual Education.

Pub Date 10 Apr 75

Note—13p.; Paper presented at the lecture series on Chicano Research Perspectives (Indiana University, Bloomington, April 10, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Acculturation, *Biculturalism, *Bilingual Education, *Bilingualism, Cultural Images, Cultural Pluralism, *Culture Contact, Educationally Disadvantaged, Educational Policy, Non English Speaking

Two kinds of objections to bilingual education are examined in this paper. The philosophical objection questions whether the use of a foreign language in the U.S. educational system can be justified; the practical objection questions the usefulness of bilingual education in increasing educational achievement. Since misunderstandings about bilingual education and cultural identity are implicit in these objections, they are discussed at some length. Finally, a response is made to both kinds of objections. It is argued that bilingual education tends to produce a bilingual whose loyalty to this country is strong, that bilingualism is good for all Americans, and that bilingualism, far from being a fad, is on the rise. The apparent success, so far, of bilingual education is pointed out in response to the second type of objection, and diachronic studies are called for to determine the actual effectiveness of bilingual education in academic and social achievement. By way of conclusion, bilingual education is termed the single most important effort of

modern American education to break with ethnocentric rigidity. (AM)

ED 107 133 FL 006 897

Technical Report: Tests of General Ability and Tests of Reading, Inter-American Series, Forms CE, DE, CEa, DEa.

Guidance Testing Associates, Austin, Tex.

Pub Date 67

Note—71p.

Available from—Guidance Testing Associates, 6516 Shirley Avenue, Austin, Texas 78752 (\$1.25)

Document Not Available from EDRS.

Descriptors—Achievement Tests, *Aptitude Tests, Biculturalism, Bilingualism, Comparative Testing, Correlation, English (Second Language), Grade Equivalent Scores, Norm Referenced Tests, *Reading Tests, *Spanish Speaking, *Standardized Tests, *Statistical Data, Test Construction, Testing, Test Reliability

Identifiers—*Inter American Series, Interlanguage Tests

The purpose of this technical report is to describe the Tests of General Ability and Tests of Reading of the Inter-American Series, to give a brief account of their construction, and to present related statistical data. Norms and suggestions on the use and interpretation of the tests are published separately. The Inter-American Series discussed in this report consists of the following parallel tests in English and Spanish: General Ability (Preschool Level, Level 1, Level 1 Pretest, abbreviated Level 1, and Levels 2-3) and Reading (Levels 1-5). The following topics are dealt with: test content and construction, intercorrelation within test, reliability, correlation of tests at adjacent levels, correlation of Inter-American tests with other tests, correlation with teachers' marks and tests of achievement, equivalent scores, and norms. (Author/AM)

ED 107 134 FL 006 898

Sadek, Carmen Sanchez. And Others

The Acquisition of the Concept of Grammatical Gender in Monolingual and Bilingual Speakers of Spanish.

Pub Date 1 Apr 75

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adjectives, *Bilingualism, Child Language, *Concept Formation, Determiners (Languages), Grammar, *Language Development, Language Patterns, Language Research, Monolingualism, Morphology (Languages), Native Speakers, Nominals, *Psycholinguistics, Spanish, *Spanish Speaking

Identifiers—*Grammatical Gender

Bull (1965) has proposed that grammatical gender in Spanish is not an intrinsic characteristic of nouns but rather a matter of matching terminal sounds of nouns with those of adjectives and determiners. One implication of this theory is that the child has a cognitive understanding of the matching of terminal noun sounds with particular adjective and determiner forms. This paper seeks to ascertain whether such an understanding of Spanish rules is reached by children and at what age level. A test was administered to 315 Spanish-surnamed children in prekindergarten through Grade 3, divided into English monolingual, Spanish monolingual, and dominant Spanish/English bilingual groups. The task was to assign adjectives and determiners to nonsense words. Results support the first hypothesis, that both bilinguals and Spanish monolinguals would match the Spanish nonsense word to an appropriate adjective or determiner. The second hypothesis, that monolinguals will master this rule before bilinguals, also seems to be supported, but only at the prekindergarten stage. The third hypothesis tested, that the response pattern is not affected by the type of stimulus presented, is also supported, indicating that the methodology used is a viable one. (AM)

ED 107 135 FL 006 899

Geffert, Hannah. And Others

The Current Status of U.S. Bilingual Education Legislation. CAL-ERIC/CIL Series on Languages and Linguistics, No. 23.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date May 75

Note—132p.; For related document, see ED 044 703

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$3.50)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Bilingual Education, Civil Rights Legislation, Constitutional Law, Court Cases, *Court Litigation, *Educational Legislation, *Educational Policy, *Equal Education, Equal Protection, Federal Legislation, Language Planning, Laws, State Legislation

This report, prepared by the Lawyers' Committee for Civil Rights Under Law, collects federal, state, and other legislation in effect since April 15, 1975. This is an update of the report published by the Center for Applied Linguistics in 1971. The notes preceding the statutes presented here indicate the laws in the previous compilation which were amended, repealed, or omitted in the report. Following an overview of court decisions and legislation affecting bilingual education, there are excerpts from court decisions, constitutions, and statutes affecting bilingual education. State statutory provisions and other "American-flag" jurisdiction legislation are listed. Finally, a summary is presented in tabular form of legislative activity in the 50 states and other jurisdictions. (Author/AM)

ED 107 136 FL 006 902

Nilsen, Don L. F. Nilsen, Aileen Pace

Semantic Theory: A Linguistic Perspective.

Pub Date Feb 75

Note—191p.

Available from—Newbury House Publishers, 68 Middle Road, Rowley, Massachusetts 01969

Document Not Available from EDRS.

Descriptors—Case (Grammar), Deep Structure, Generative Grammar, Grammar, *Language Research, Language Universals, *Linguistic Theory, *Semantics, Sentence Structure, Structural Analysis, Structural Linguistics, Surface Structure, Transformation Theory (Language), Verbal Communication, Verbs

This book attempts to bring linguists and language teachers up to date on the latest developments in semantics. A survey of the role of semantics in linguistics and other academic areas is followed by a historical perspective of semantics in American linguistics. Various semantic models are discussed. Anomaly, ambiguity, and discourse are discussed as areas which are open to semantic analysis. Semantic features are analyzed, followed by semantic cases and categories. Finally antonymy, synonymy, paraphrase, and language universals are discussed in the light of various semantic theories. (AM)

ED 107 137 FL 006 903

Thomas, Earl W.

A Grammar of Spoken Brazilian Portuguese.

Pub Date 74

Note—179p.

Available from—Vanderbilt University Press, Nashville, Tennessee 37203 (\$6.95)

Document Not Available from EDRS.

Descriptors—Adjectives, Determiners (Languages), Dialects, *Grammar, *Language Instruction, Morphology (Languages), Nominals, Phonology, *Portuguese, Pronouns, Second Language Learning, *Standard Spoken Usage, Syntax, *Textbooks, Uncommonly Taught Languages, Verbs, Vocabulary

Identifiers—*Brazil

This is a first-year text of Portuguese grammar based on the Portuguese of moderately educated Brazilians from the area around Rio de Janeiro. Spoken idiomatic usage is emphasized. An important innovation is found in the presentation of verb tenses; they are presented in the order in which the native speaker learns them. The text is intended to prepare students for courses taught wholly in Portuguese. Thus it is expected that the instructor will use mostly Portuguese by about midyear, and that reading exercises will be introduced as a basis for conversation practice toward the end of the first semester. The text consists of 29 lessons preceded by a section on the rules for writing and pronouncing Brazilian Portuguese. An appendix consisting of verb conjugations and pronoun forms is followed by an English-Portuguese and a Portuguese-English vocabulary. (Author/AM)

ED 107 138 FL 006 904

Goldstein, Bernice Z. Tamura, Kyoko

Japan and America: A Comparative Study in Language and Culture.

Pub Date 12 May 75

Note—182p.

Available from—Charles E. Tuttle Company, Inc., Rutland, Vermont (\$7.50)

Document Not Available from EDRS.

Descriptors—*American Culture, American English, Comparative Analysis, *Contrastive Linguistics, *Cross Cultural Studies, Culture Contact, Descriptive Linguistics, *Japanese, Language Patterns, *Language Usage, Sociocultural Patterns, Verbs, Vocabulary

This is a comparative analysis of the Japanese and American languages and cultures. The following are discussed: verbs, kinship terms, category terms, apologies and thanks, honorifics and postpositional particles, and levels of usage. A final section relates conclusions about linguistic patterns to culture patterns. (AM)

ED 107 139 FL 006 905

Jakovovits, Leon A. Gordon, Barbara

The Context of Foreign Language Teaching.

Pub Date 74

Note—286p.

Available from—Newbury House Publishers, 68 Middle Road, Rowley, Massachusetts 01969 (\$7.95)

Document Not Available from EDRS.

Descriptors—Biculturalism, Communication (Thought Transfer), *Educational Improvement, Individualized Instruction, Inservice Teacher Education, Interaction Process Analysis, *Language Instruction, Language Teachers, Language Usage, Linguistic Competence, Pattern Drills (Language), *Psycholinguistics, *Second Language Learning, *Teaching Methods

This book deals with the pedagogical, personal, and theoretical contexts of foreign language teaching. Part 1, on the pedagogical context, discusses the psychology of language learning, individualized language instruction, new directions in language teaching, and the role of pattern drills in language teaching. Part 2, on the personal context, discusses freedom in teaching and learning and a workshop for language teachers in a bicultural setting. Part 3, on the theoretical context, analyzes transactional engineering competence and studies its development. The psychology of ordinary language use is also discussed. The last part of the third section is devoted to questions addressed to the authors and their answers. (Author/AM)

ED 107 140 FL 006 906

Steiner, Florence

Performing with Objectives.

Pub Date Feb 75

Note—148p.

Available from—Newbury House Publishers, 68 Middle Road, Rowley, Massachusetts 01969 (\$5.95)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, Career Education, Curriculum Planning, Educational Objectives, Individualized Instruction, *Language Instruction, Language Skills, *Performance Based Education, *Second Language Learning, Task Performance, Teaching Guides, *Teaching Methods

This book, written by and for a foreign language teacher, is intended as an informative and practical guide to the use of performance objectives in the foreign language classroom. A rationale for performance objectives is presented, followed by a discussion of purposes, resources, and activities involved. Attention is given to the selection of objectives in curriculum planning. The teaching of various language and cultural skills is also discussed with reference to performance objectives. Other topics covered include: the relation of performance by objectives to individualized instruction, difficulties inherent in implementing change, career education, and the future of performance by objectives as a technique. (Author/AM)

ED 107 141 FL 006 907

Richards, I. A. Gikoon, Christine

Techniques in Language Control.

Pub Date 74

Note—141p.

Available from—Newbury House Publishers, 68 Middle Road, Rowley, Massachusetts 01969 (\$5.95)

Document Not Available from EDRS.

Descriptors—English, Etymology, *Language Styles, *Language Usage, Reading Skills, Semantics, Speech Skills, *Structural Analysis, Syntax, *Verbal Communication, *Vocabulary, Word Study Skills, Writing Skills

This book attempts to introduce the reader to techniques of communication control, in listening and speaking as well as reading and writing. To this end, the use of a simplified vocabulary called Every Man's English is advocated. Section 2 presents some principles of Every Man's English. The contribution of Ogden's Basic English, a core vocabulary of everyday English words, is discussed, as well as the relation of Basic English to Every Man's. Some basic ingredients of Every Man's are discussed in chapter 5. Chapter 6 discusses syntactic-semantic relationships between words. Chapter 7 examines derivations, compositions, cognates, functions, meanings of words, and how words interact. Chapter 8 gives a sample of Every Man's at work in semantic description. Finally, chapter 9 shows how clear, simple language leads to clearer thought. (Author/AM)

ED 107 142 FL 006 908

Idaho Foreign Language Guide.

Idaho State Dept. of Education, Boise. Div. of Instructional Improvement.

Pub Date Mar 75

Note—136p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Course Content, Cultural Factors, *Curriculum Guides, French, German, Individualized Instruction, *Language Guides, *Language Instruction, *Language Programs, Language Teachers, Latin, *Resource Materials, Russian, Spanish, Teaching Methods

This guide presents a rationale for quality foreign language programs and examines what might constitute a quality foreign language program. The following questions are discussed: reasons for foreign language study, kind of student and type of instruction necessary, objectives and application of FL study. The articulation of the foreign language program is also discussed, with particular reference to the foreign language teacher, the nature of language, and the problems involved in language teaching and learning. This is followed by a description of minimal course content in French, Spanish, and German. Appendices contain information on teacher resources and techniques. Appendices A through D include: "Teacher Self-Diagnostic Test," "Encouraging Foreign Language Study," "Individualizing Instruction," and "Ideas for Incorporating 'Culture' in the Foreign Language Classroom." Appendix E, "Variety in the Classroom," contains practical suggestions for games and other activities such as jokes and cartoons, and Appendix F lists proverbs and quotes in French, Spanish, and German. Finally, addresses are provided for obtaining information and supplemental materials for French, Spanish, German, Latin, and Russian. These cover pen pals, cultural services, classroom games, journals, songs, films, tapes and recordings, and overseas travel, study, and employment. (AM)

ED 107 143 FL 006 909

LeBel, Jean-Guy

Aperçu des fautes éventuelles des anglophones Nord-Américains (Survey of Possible Errors of English-Speaking North Americans).

Pub Date 7 May 75

Note—9p.; Paper presented at the ACFAS Congress (43rd, Moncton, New Brunswick, May 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Applied Linguistics, Consonants, *Error Patterns, *French, Language Instruction, Phonetics, Phonetic Transcription, *Phonology, *Pronunciation, *Second Language Learning

This paper discusses the concept of error in the learning of the phonology of a second language and argues that the concept of error must be viewed as a positive element, an initiation of the process of successive approximations toward the correct phonetic realization. Based on the idea that interference between two languages generates a predictable "system of errors," a

"system of errors" is presented for English-speaking North Americans learning French phonology. Although such a system cannot account for all possible errors, it serves as a guide for the teacher who needs to discern phonetic errors in his pupils. (AM)

ED 107 144 FL 006 910

Oller, John W., Jr.

Cloze, Discourse, and Approximations to English.

Pub Date [75]

Note—29p.

Available from—Department of Linguistics, University of New Mexico, Albuquerque, New Mexico 87131 (\$3.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Cloze Procedure, *Connected Discourse, *Context Clues, Language Ability, Language Patterns, Pattern Recognition, Prose, Reading Comprehension, *Reading Skills, *Reading Tests, Semantics, Testing

Five orders of approximation to normal English prose were constructed; 5th, 10th, 25th, 50th, and 100th plus. Five cloze tests were then constructed by inserting blanks for deleted words in 5 word segments (5th order), 10 word segments (10th), 25 word segments (25th), 50 word segments (50th), and 100 word segments of five different passages of prose (100th plus). By a counter-balanced design to neutralize differences between groups and passages, it was demonstrated that the longer the surrounding context, the easier the cloze items; the beneficial effect of increasing amount of context extends beyond the 50 word mark. This suggests that the cloze procedure is a viable device for measuring effects (or knowledge) of discourse constraints extending well beyond the limits of 5-10 words of surrounding context. (Author)

ED 107 145 FL 006 911

Shiels-Djouadi, Marie

Reappraisal of the Voicing Constraint in Consonant Cluster Simplification.

Pub Date 20 Mar 75

Note—25p.; Paper presented at the American Dialect Society-SECOL Conference (Nashville, Tennessee, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Applied Linguistics, Componential Analysis, *Consonants, *Distinctive Features, Language Research, Linguistic Theory, Minority Groups, *Nonstandard Dialects, Phonetics, Phonological Units, *Phonology, *Pronunciation, Vowels

Identifiers—*Consonant Clusters, Consonant Deletion

This paper examines the phenomenon of final consonant deletion in clusters which do not agree in voicing and compares this phenomenon with clusters sharing the voicing feature. The speech studied is that of Puerto Rican and black Harlem teenagers. The data reported here refutes many of Bailey's (1972) claims. Clusters where voicing is not shared are found to simplify differently than shared voicing clusters. Clusters with "l" as the first member are found to behave differently than clusters beginning with a nasal, and nasal clusters behave differently depending on the final consonant. Certain of these clusters also behave differently from previously studied consonant cluster simplification, as well as final postvocalic consonant deletion. That all of these deletion phenomena show different frequencies of simplification, as well as different constraints on simplification, indicates that variability rules for consonant cluster simplification must be further refined and new rules added. Such refinements and new rules are proposed in the present paper, and the implications of these new rules on the ordering of all deletion phenomena are discussed. (Author/AM)

ED 107 146 FL 006 912

Marchand, James W.

Towards a Sociology of Linguistics.

Pub Date [75]

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Cultural Factors, Group Behavior, Group Norms, *Linguistics, *Scientific Attitudes, *Social Environment, *Social Factors, Social Influences, Social Sciences, *Sociology

One of the more interesting facets of the philosophy of science today is the stress placed on the sociology of knowledge. People have slowly come to realize that knowledge is to a great extent conditioned by the ambience, the social milieu in which it exists. In the present paper, an attempt is made to draw a miniature socio-profile of the field in terms of the following parameters: (1) meta-language, (2) dissemination of knowledge, (3) reward system, (4) school building, (5) reluctance to entrapism, and (6) energizing (outside influence). The parameter most discussed is school building, certainly the least attractive feature of modern American linguistics. A set of rules are evolved to aid in combatting collectivism in our discipline. (Author)

ED 107 147 FL 006 913

Wilks, Yorick

Natural Language Understanding Systems Within the A. I. Paradigm: A Survey and Some Comparisons.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 75

Contract—NIE-P-75-0026

Note—68p.; Revised version of Stanford Artificial Intelligence Laboratory Memo No. 237

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Artificial Intelligence, Artificial Speech, *Computational Linguistics, Computer Programs, *Computer Science, Information Processing, *Linguistic Theory, *Semantics, Sentences, Syntax, Systems Concepts, Vocabulary

The paper surveys the major projects on the understanding of natural language that fall within what may now be called the artificial intelligence paradigm of natural language systems. Some space is devoted to arguing that the paradigm is now a reality and different in significant respects from the generative paradigm of present-day linguistics. The comparisons between systems center round questions about the level, centrality and "phenomenological plausibility" of the knowledge and inferences that must be available to a system that is to understand everyday language. (Author)

ED 107 148 FL 006 914

Izzo, Herbert J.

Concerning the Influence of Native American Languages on American Spanish.

Pub Date May 75

Note—12p.; Paper presented at the Annual Meeting of the Canadian Association of Latin American Studies (Edmonton, Alberta, May 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*American Indian Languages, *Diachronic Linguistics, Dialects, Latin, Linguistic Theory, *Phonetic Analysis, Phonology, Pronunciation, Romance Languages, *Spanish, Vocabulary

Drawing on the analogy between the linguistic Romanization of Europe and the Hispanization of America, this paper attempts to investigate the validity of the so-called substratum theory to account for the development and diversification of the Romance languages. Phonetic peculiarities of Spanish in America are analyzed, and it is concluded that substratum influences do not adequately account for these features. Therefore, it is deduced that the substratum theory as an explanation of the transformation of Latin into the Romance languages is not confirmed by the development of Spanish in America. (Author/AM)

ED 107 149 FL 006 920

Pazary, Paul

Deux provinces spéciales: la Bretagne et la Provence (Two Special Provinces: Brittany and Provence).

Pennsylvania State Modern Language Association.

Pub Date 74

Note—5p.; In French; Paper presented at the Spring Conference of the PSMLA (1974)

Journal Cit—Bulletin (Pennsylvania State Modern Language Association); v33 n2 p3-6 Spring 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Climatic Factors, *Cultural Background, *Cultural Differences, *Cultural Traits, Ethnic Groups, European History, Life Style, Personality, Physical Geography, Regional Dialects, Religious Factors, *Social Studies

Identifiers—Brittany, *France, Provence

This article contrasts the geography, history, customs, personality features, costumes, language, music, cooking, and way of life of Brittany and of Provence. The Bretons are Celtic peoples and speak a Celtic tongue, "Breton," while the people of Provence were assimilated into the society of their Roman conquerors and speak "Provençal," a Latin language. Brittany is a region of rugged soil, climate, and people, while Provence is sunny. The Breton kitchen is noted for its fish and crepes, and Provence is known for its herbs, flowers, and famous wines. Customs and music also reveal their differing historical backgrounds. The contrast between Brittany and Provence only highlights the diversity inherent in the French people and cultures as a whole. (AM)

ED 107 150 FL 006 921
Clarke, Gerard R.

Contemporary Puerto Rican, Cuban-in-Exile, and Mexican-American Literature in a Pluralistic Society.

Pennsylvania State Modern Language Association.

Pub Date 75

Note—8p.; Paper presented at the fall Conference of the PSMILA (1973)

Journal Cit.—Bulletin (Pennsylvania State Modern Language Association); v53 n2 p7-12 Spring 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Acculturation, Biculturalism, Bilingualism, Cubans, Cultural Differences, *Cultural Pluralism, Culture Contact, Drama, Ethnic Groups, *Literary Analysis, Literary Genres, Mexican Americans, *Minority Groups, Poetry, Prose, Puerto Rican Culture, *Spanish American Literature, *Spanish Speaking

The purpose of this paper is to explore the attitudes of the Spanish-speaking people living in the United States as expressed in their prose, poetry, and drama. The scope of the paper includes the literature of Puerto Ricans, Cubans, and Mexican Americans in the United States written between 1960 and 1973. The literature is surveyed to uncover themes of the demand for social justice, cultural alienation, loneliness in exile, and disillusionment with the American Dream. But on the positive side a harmonious bilingual/bicultural spirit is seen as emerging. (Author/AM)

ED 107 151 FL 006 923

Herman, L. Russell, Jr.

Detecting Syntactic Ambiguity: Three Augmented Transition Network Techniques.

Pub Date 21 Mar 75

Note—21p.; Paper presented at the Southeastern Conference on Linguistics (SECOL) (13th, Vanderbilt University, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Ambiguity, Artificial Intelligence, *Computational Linguistics, *Computer Programs, Computer Science, *Information Processing, Programming Languages, Semantics, Sentence Structure, Structural Analysis, *Syntax

When a grammar is expressed in augmented transition network (ATN) form, the problem of detecting syntactic ambiguity reduces to finding all possible paths through the ATNs. Each successfully terminating path through the ATN generates an acceptable parsing of the input string. Two ATN forms, minimal-node and pseudo-tree, are described along with the conventions for traversing each. The two forms are compared in regard to efficient use of computer time and space and in regard to appropriateness for each of the three path-finding techniques. Three techniques are discussed for finding all acceptable paths through ATNs. The techniques are "Backtracking," "Simultaneous Parallel Analysis," and "Amputate And Re-enter." Relative merits of the three techniques are discussed in terms of computer execution time, required data storage, programmer time, and amenability of the program to modification. A rudimentary ATN-based

parser for English has been written in SPITBOL to test the implementation of these techniques. (Author)

ED 107 152 FL 006 924
Currie, William B.

European Syllabuses in English as a Foreign Language.

Pub Date 24 May 75

Note—26p.; Paper presented at the University of Toronto Conference on Second Language Teaching Methodology (May 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Applied Linguistics, Audiolingual Methods, Bilingualism, *English (Second Language), Language Guides, *Language Instruction, Language Skills, Language Usage, Linguistic Competence, Psycholinguistics, *Semantics, Semiotics, *Teaching Methods, Verbal Communication

Identifiers—*Communicative Competence

This paper attempts to characterize what seem to be key movements in the teaching of EFL at various levels in Europe. These movements reveal that semantic approaches to language teaching are widespread. Recent research into the effectiveness of teaching methods has demonstrated how difficult it is to show whether audiolingual or cognitive code approaches are effective. A strong movement toward semantic syllabuses has developed, partly as a consequence of this, and work undertaken through the Council of Europe has concentrated on this since 1969. The characteristics of these syllabuses are that they aim to provide language structure which will be effective in communication situations, and attempts are being made to specify an inventory of (1) those structures necessary for control of the fundamentals of English, French, Spanish, etc. (up to "threshold level") and (2) those notions which a speaker would require to handle defined language exchanges. An interesting relationship may be traced between these semantic syllabuses and traditional rhetoric. A further link exists between the logic of speech acts and "notional" inventories. Examples of semantic syllabuses in use in Europe are drawn from adult English teaching and certain elementary school projects. (Author/AM)

ED 107 153 FL 006 925

Niedzielski, Henri

Rationalizing Individualized Instruction.

Pub Date 75

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Guidelines, Individualized Curriculum, *Individualized Instruction, Individualized Programs, *Language Instruction, Language Programs, Performance Based Education, Performance Tests, Programmed Instruction, Programmed Materials, *Program Planning, Psycholinguistics, Student Characteristics, Task Performance, *Teaching Methods

A holistic and teleological approach to individualized FL instruction is proposed as a possible universal pedagogical theory. The following guidelines are offered. Broad goals and specific operational objectives should be defined, and performance testing devices developed. Each student's particular psychological aptitudes and physiological and cultural characteristics must be discovered, and the psychosocial uniqueness of each language should be recognized. The student can then be offered a choice of goals and tests compatible with his or her aptitudes, characteristics, and interests; on this basis, overall instructional and interactional strategies can be planned. Individual learning paths should be assessed according to the performance of communicative tasks. Finally, the instructor should remain flexible at all stages and, together with the students and the administration, involved in a continuous process of self-evaluation and renewal. As students should learn how to study on their own, it is felt that programmed materials would be most helpful. Specific references are made to "Basic French." (Author/AM)

ED 107 154 FL 006 926
Foreign Language Teaching and Learning Today (1975).

Federation International des Professeurs de Langues Vivantes; United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date May 75

Note—28p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Bilingual Education, Curriculum Development, Educational Policy, International Organizations, *Language Instruction, *Language Planning, *Language Programs, National Organizations, National Programs, Official Languages, Questionnaires, *Second Language Learning, *Teaching Methods, Verbal Communication

This is a preliminary report on the world-wide state of foreign language teaching and learning today, based on a study conducted by the FILV in cooperation with UNESCO. Information was collected by means of a questionnaire mailed to: all multilingual national and unilingual international language teachers' associations which are members of FILV; individuals, institutions, offices, and organizations all over the world; and all diplomatic missions in the Federal Republic of Germany. A list is provided of all countries considered in the report, as well as descriptions of their language situations. Questions covered such topics as: language needs, curricula, language objectives, foreign languages at the preschool level, bilingual education, materials and media currently in use, and trends in language teaching methods. Generally, little or no research on foreign language needs was found, and little interest in bilingual education. Regarding language instruction, communication seems to be the major objective today; the audiolingual method has fallen out of use; and there is enthusiasm for the use of audiovisual aids. Although these and other findings must be considered tentative, it is felt that the report is important as the first attempt to collect such information. (Author/AM)

ED 107 155 FL 006 932

Wexler, Kenneth. *And Others*

Learning: Theoretic Foundations of Linguistic Universals. Social Science Working Paper No. 60.

California Univ., Irvine. School of Social Sciences.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date 1 Nov 74

Note—73p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Descriptive Linguistics, *Language Development, Language Patterns, *Language Universals, *Learning Processes, Learning Theories, *Linguistic Theory, Mathematical Linguistics, *Psycholinguistics, Semantics, Structural Analysis, Syntax, Transformation Generative Grammar

Identifiers—Freezing Principle, Invariance Principle

Some aspects of a theory of grammar are presented which derive from a formal theory of language acquisition. One aspect of the theory is a universal constraint on analyzability known as the Freezing Principle, which supplants a variety of constraints proposed in the literature. A second aspect of the theory is the Invariance Principle, a constraint on the relationship between semantic and syntactic structure that makes verifiable predictions of syntactic universals. The relationship between the notion of "explanatory adequacy" of a theory of grammar and the learnability of a class of transformational grammars is discussed. (Author)

ED 107 156 FL 006 934

Jacobson, Rodolfo

The Bilingual's Two Languages: Duplication or Compartmentalization.

Pub Date 2 Mar 75

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Biculturalism, *Bilingual Education, *Bilingualism, Bilingual Teachers, *Educational Alternatives, Educational Innovation, Educational Policy, Language Planning, *Language Programs, Second Languages, Spanish, *Spanish Speaking, Teaching Methods

This paper describes the positions taken by culturalists and by language sociologists with regard to bilingualism, and discusses the implications of their positions for bilingual education. The former emphasizes duplication of the two lan-

guages, the latter their compartmentalization. The first position may not justify a carefully planned bilingual program; the second may prove too rigid for a fluid society. A conciliatory solution is suggested which makes extensive use of skillful code-switching, and which avoids compartmentalization and redundancy while in essence being a full bilingual program. An innovative program at the University of Texas at San Antonio is cited as an example of such a bilingual bicultural program. (Author/AM)

ED 107 157 FL 006 936

Wagner-Gough, Judy
Comparative Studies in Second Language Learning. CAL-ERIC/CLL Series on Language and Linguistics, No. 26.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
Pub Date Jun 75

Note—53p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Bilingualism, *Child Language, *Language Development, Language Patterns, Language Research, Learning Motivation, *Learning Processes, Linguistic Difficulty (Inherent), Linguistic Theory, Morphology (Languages), *Psycholinguistics, *Second Language Learning, Semantics, Sentence Structure, Transformational Generative Grammar

This is a study of the processes involved in second language learning in which the principal subject was an Iranian child who learned English in the United States without formal instruction. Some of the questions dealt with in this study include: what motivates language learning in a child; what makes the linguistic structure of a language more or less difficult to acquire; what effect teaching structure has on rule formation; what some of the criteria are for language selection in a multilingual environment; what some of the characteristics are of language switching; what an analysis of discourse can tell us about the process of rule formation in the speech of one second language learner; and whether transformational grammar is an adequate model for describing question development in the speech of one second language learner. The main conclusion is that any theory of language acquisition must consider the many variables that interact in communication. (Author/AM)

ED 107 158 FL 006 937

Fox, Robert P.
A Selected List of Instructional Materials for English as a Second Language: College Level. CAL-ERIC/CLL Series on Languages and Linguistics, No. 27.

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Pub Date Jun 75

Note—25p.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$0.50)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *College Language Programs, Composition Skills (Literary), Conversational Language Courses, *English (Second Language), English for Special Purposes, Idioms, Instructional Aids, *Instructional Materials, *Language Instruction, Language Skills, Pattern Drills (Language), Pronunciation, Reading Materials, Suprasegmentals, Textbooks, Vocabulary

This annotated bibliography contains 130 items on instructional aids for ESL teaching. Entries include: textbooks, reading, composition, and vocabulary workbooks, graded readings and skits and advanced literature readers, conversation guidebooks, supplementary audiolingual manuals, self-instruction dialogue books, idiom workbooks, pattern drills as supplements to laboratory work, test practice texts, grammar reviews, songs, and a lecture text for note-taking practice. The following areas are covered: vocabulary, stress and intonation, phonetics, composition, reading, pattern drills, conversation, literature, and technical English. The list includes material for all levels: beginner, advanced beginner, intermediate, and advanced. Some remedial reading titles are listed for native speakers of English as well. Tapes or cassettes are sometimes available, as well as teachers' manuals and visual aids. (AM)

ED 107 159 FL 006 938

Modifying English as a Second Language Materials (for Instructing ABE Students).

New York State Education Dept., Albany. Bureau of Continuing Education Curriculum Development.

Pub Date [74]

Note—129p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Adult Basic Education, Adult Students, Autoinstructional Aids, Determiners (Languages), Dialogue, Educational Objectives, *English (Second Language), *Instructional Materials, Language Instruction, Language Tests, Linguistic Theory, *Material Development, Nominals, Pattern Drills (Language), Reading Level, Sentence Structure, Structural Analysis, *Teaching Guides, Verbs, Vocabulary

This manual is designed to assist teachers of adult education in the task of modifying commercially available ESL materials as a means of providing their students with sufficient, meaningful practice. The manual is divided into two parts. Part 1 is an introduction to the basic principles underlying sentence structure. This theory is considered essential for teaching the language effectively. Part 2 presupposes a working knowledge of the theory presented in Part 1, and provides practice in the application of the theories to the process of modifying typical ESL materials. A companion publication, "Placement Guide to Accompany 'Modifying English as a Second Language Materials,'" contains objectives for the manual, quizzes to measure the degree to which objectives have been realized, and means of locating the reader's appropriate point of entry into the course of study. It also allows the package to be used as a programmed self-study course. (Author/AM)

ED 107 160 FL 006 939

Van Lancker, Diana
Heterogeneity in Language and Speech: Neurolinguistic Studies. Working Papers in Phonetics, No. 29.

California Univ., Los Angeles. Phonetics Lab.

Pub Date Apr 75

Note—220p.

Available from—Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

Document Not Available from EDRS.

Descriptors—Aphasia, *Cerebral Dominance, *Cognitive Processes, Communication (Thought Transfer), Grammar, Hypothesis Testing, Intonation, Language Research, Lateral Dominance, *Linguistic Theory, *Neurolinguistics, Neurological Organization, Phrase Structure, *Psycholinguistics, Suprasegmentals, Thai, Tone Languages

This monograph investigates aspects of language processing that are not specialized in the left hemisphere, and claims that there are "levels" (such as pitch functions) and "subsets" (such as phrase structuring) which are different in essential ways from each other, and from the aspects of speech and language which are typically lateralized. Chapter 1 presents the assumptions that underlie the rest of the monograph: that varieties of evidence are valuable to the formulation of models of language; and that hypotheses about language should be not only testable, but tested. The claim is made that neurolinguistics provides one such context for hypothesis-testing. Neurophysiological foundations for studies of language and speech in the brain are surveyed; and facts are presented about hemispheric specialization for language. It is claimed that some functions of pitch in speech are not specialized in the language hemisphere, and evidence is presented for cerebral processing of pitch. A description follows of types of speech performance more or less affected by brain damage, and a series of dichotic listening studies on "automatic" speech are described. Finally, it is concluded that speech is made up of graded, heterogeneous subclasses and that, therefore, continua are needed in descriptive models of language. A 54-page bibliography is provided. (Author/AM)

ED 107 161 FL 006 940

Jones, Randall L., Ed. Spolsky, Bernard, Ed.
Testing Language Proficiency.

Center for Applied Linguistics, Washington, D.C.

Pub Date 75

Note—152p.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$7.95)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Conference Reports, Curriculum Guides, Language Ability, Language Fluency, *Language Proficiency, *Language Skills, *Language Tests, Linguistic Performance, Listening Comprehension, Listening Tests, Oral Communication, Reading Comprehension, Reading Tests, Test Construction, *Testing, Testing Problems, Test Validity

This publication is a compilation of the papers presented at the 1974 Washington Language Testing Symposium. The volume also includes much of the discussion that followed each paper. The participants were an international group of language testing specialists from academic institutions, research centers, and government agencies. The primary focus of the symposium was language proficiency testing, especially as it relates to the use of foreign languages on the job. The papers are organized under four headings: (1) Testing Speaking Proficiency—"Testing Language Proficiency in the United States Government," R. L. Jones; "Theoretical and Technical Considerations in Oral Proficiency Testing," J. L. D. Clark; "The Oral Interview Test," C. P. Wilds; (2) Testing Listening Comprehension—"Testing Communicative Competence in Listening Comprehension," P. J. M. Groot; "Reduced Redundancy Testing: A Progress Report," H. L. Gradman and B. Spolsky; "Dictation: A Test of Grammar Based Expectancies," J. W. Oller, Jr. and V. Streiff; (3) Testing Reading Comprehension—"Contextual Testing," J. Bondaruk, J. Child, and E. Tetrault; "Some Theoretical Problems and Practical Solutions in Proficiency Test Validity," C. R. Petersen and F. A. Cartier; "Two Tests of Speeded Reading," A. Davies; (4) Other Considerations—"Problems of Syllabus, Curriculum, and Testing in Connection with Modern Language Programmes for Adult Europe," G. Nickel. The concluding statement, by B. Spolsky, and a list of contributors to the conference are also provided. (Author/AM)

ED 107 162 FL 006 943

Miran, Mohammad Alam
Major Problems of Dari Speakers in Mastering Pashto Morphology.

Pub Date Aug 69

Note—75p.; Master's Thesis, University of Texas at Austin

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Case (Grammar), *Contrastive Linguistics, Descriptive Linguistics, Error Patterns, Form Classes (Languages), Grammar, Indo European Languages, *Interference (Language Learning), Language Instruction, Language Patterns, *Morphology (Languages), *Pashto, Persian, Phonology, *Second Language Learning, Structural Analysis, Syntax, Uncommonly Taught Languages

Identifiers—*Dari

This is a contrastive analysis of Dari and Pashto, both official languages of Afghanistan, with a view toward outlining the difficulties faced by speakers of Dari learning Pashto as a second language. The main focus is on morphological structures, although phonology is also briefly dealt with. The brief phonological comparison, with emphasis on a Dari speaker's difficulties in learning Pashto phonology, is followed by chapters describing Pashto and Dari morphology. A detailed analysis is made of difficulties encountered by the Dari speaker in learning Pashto morphology. The major difficulties are divided into the following areas: (1) number, gender, and case in parts of speech other than the verb; (2) the verbal system; (3) agreement, involving number, gender, case, and the verbal system; (4) order, only as it affects phrase constructions; and (5) the noun. (Author/AM)

HE

ED 107 163 HE 006 398

Barak, Robert J.

A Survey of State-Level Academic Program Review Policies and Procedures for Higher Education. Final Report.

Pub Date 1 Apr 75

Note—79p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Educational Programs, *Governance, *Higher Education, Information Dissemination, Policy Formation, *Program Evaluation, *State Agencies, *Statewide Planning

The role of statewide coordinating/governing agencies in the program review and approval process has grown steadily. It would seem expedient for those involved in the process of state level program review to share ideas, experiences, and concepts of the review process in order to better understand the process itself and to explore possibilities for further development and refinement of their own agencies' procedures. This survey attempts to facilitate the information exchange by the various state agencies in this important area. In January 1975 requests were made to the 50 state coordinating agencies which are members of the State Higher Education Executive Officers (SHEEO) organization for copies of their policies and procedures for program review. For the purpose of analysis, the review procedures utilized by the various states have been divided into two major sections: (1) review of new and expanded programs and (2) the review of existing programs. (Author/KE)

ED 107 164 HE 006 441
Biennial Report. 1971-73 Biennium.

Arkansas State Dept. of Higher Education, Little Rock.

Pub Date Oct 73

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Community Colleges, Data Processing, Degrees (Titles), *Educational Finance, *Federal Programs, Financial Policy, *Higher Education, *Program Evaluation, Space Utilization, State Colleges, State Universities, Student Enrollment

Identifiers—Arkansas, Title I, Title IV, Title V

The Commission on Coordination of Higher Educational Finance was created by the Arkansas General Assembly in 1961 for the purpose of coordinating financial matters between public colleges and universities in Arkansas and to make recommendations concerning finances to the governor, the general assembly, and the respective institutional boards of trustees. Included in this document of the Department of Higher Education are narrative descriptions of the activities carried out during the biennial period ending June 30, 1973 supplemented by quantitative data. After a brief introduction, a summary of the agency's history, and a description of the organization and the scope of public higher education in Arkansas, the document covers topics such as: instructional programs, financial coordination, capital improvement funds, federal programs, community colleges, and data processing. Tables follow the conclusion and include: fall semester headcount enrollment of Arkansas Public Colleges and Universities from 1963-1972; certificates and degrees granted by public colleges and universities in Arkansas from 1968-69 to 1972-73; new programs proposed and action of the state board of higher education from 1971-73; state appropriations for operating purposes for Arkansas state-supported colleges and universities from 1972/73, 1973/74, and 1974/75; existing square feet of facilities by space function. (Author/KE)

ED 107 165 HE 006 450
Perelman, Lewis J. Berquist, William, H.

Growth and Education: A Strategic Report to the Rockefeller Brothers Fund on the Implications of Growth Policy for Postsecondary Education Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Dec 74

Note—122p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Curriculum Development, *Educational Development, Educational Finance, Educational Needs, Educational Resources, Evaluation, *Growth Patterns, *Higher Education, *Post Secondary Education

This document attempts to identify for the Rockefeller Brothers Fund how it may best invest its resources in postsecondary education to facilitate transformation to an equilibrium state.

As the work of the project developed, it was found that the issue of "limits to growth and higher education" had two facets: (1) what role can the postsecondary education system play in developing or implementing models of alternative futures and solutions to the present crisis; and (2) how can postsecondary education solve or even approach its own "limits to growth" of rising costs and dropping enrollments and revenues? In order to recommend funding strategies, six key ingredients of "leverage" on the postsecondary education system were identified. These are: (1) interest; (2) understanding of the nature of the problem confronted; (3) identification of development of curricula appropriate to the problem and to educational goals; (4) models of educational settings that reflect curricular goals and methods; (5) expertise in organizational development to facilitate necessary change and innovations; and (6) incentive systems that reward appropriate curriculum development and institutional change. The document also recommends goals; defines an adequate ecological education; defines resources and needs; and recommends seven possible projects. Appendixes A to I follow. (Author/KE)

ED 107 166 HE 006 457
Bayer, Alan E. Dutton, Jeffrey E.

Career Age and Research-Professional Activities of Academic Scientists.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date Apr 75

Note—41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Age, Biochemistry, Chemistry, Earth Science, Economics, *Faculty, *Higher Education, Mathematical Models, Physics, *Researchers, Sociology, *Tenure

This paper provides a broad reexamination of the correlates of faculty age, incorporating several measures of research activity and other related professional achievement variables. The data are derived from a large-scale, nationally representative survey of college and university faculty members; analyses are based on a subsample of all doctorate level teaching faculty in seven major representative scientific areas—physics, biochemistry, earth sciences, chemical engineering, experimental psychology, economics, and sociology. While much of the research focuses either on one discipline or on a broad aggregate of diverse fields, the present study analyzes each discipline separately, consistent with earlier research, which has shown substantial cross-field difference in research-professional activities. Additionally, no single model of aging is proposed a priori. Rather, a series of plausible mathematical models are postulated and tested. The compelling conclusion is that career age (and possibly tenure status) is a poor predictor of research-professional activity. (Author/KE)

ED 107 167 HE 006 458
Stanley, Charles J. And Others

The Impact of the Pless Decision on Black Public Colleges: Florida's Commitment.

Pub Date 3 Apr 75

Note—27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Civil Rights Legislation, Colleges, Community Colleges, *Economic Factors, *Educational Opportunities, *Higher Education, *Integration Plans, *Racial Integration, State Programs

This recital of the status of the several components of the Florida Plan for Equalizing Educational Opportunity in Public Higher Education is descriptive of some of its developments to about March 1975. The plan projected its greatest impact on desegregation as occurring within the first two years of its five-year course, but with the continuing deterioration of Florida's and the national economy, the effectuation of the parts of the plan dependent on greatly increased revenues is not likely. The prospects for a turnaround in state appropriations in the next year or two for the implementation of desegregation are not

good. The import of these developments on the enhancement of educational opportunity for black post-high school students, whether at the community college level, or the level of the senior colleges and universities with their graduate and professional schools is, at this point, problematic, because of the exigencies of a faltering economy. (Author/KE)

ED 107 168 HE 006 481
Deep, Samuel D.

University External Studies Program. The Support System.

Pub Date 3 Apr 75

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Adult Education, Curriculum Development, *Educational Programs, *External Degree Programs, *Higher Education, *Independent Study, Marketing, Part Time Students, Program Evaluation

Identifiers—University of Pittsburgh

In 1972, the University of Pittsburgh initiated the University External Studies Program (UESP). The program emerged from a recognition of the university's responsibility to provide higher education to those previously unable to attend classes because of family or job responsibilities, geographic isolation, or limited mobility. This paper outlines UESP in terms of its mission, generic classification, organizational structure, selected program data, and supplementary projects. Next, the internal operation of UESP is described in terms of five functional components: curriculum development, marketing, production, student support, and evaluation. The UESP support system consists of the four functional components that complement the central program focus: curriculum development. (Author/KE)

ED 107 169 HE 006 484
Cowley, W. H.

Notes on the Life of John Monteith, 1788-1868.

Pub Date 20 Mar 75

Note—61p.; Appendixes may reproduce poorly due to legibility of original document

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—College Administration, Colleges, *Educational History, Faculty, *Higher Education, *Religious Organizations, *Social Action, *Social Change, Students, Trustees, Universities

Identifiers—Monteith (John), University of Michigan

John Monteith played a leading role at Hamilton College during the 1820's in an upheaval that paralleled those of the 1960's. The subject matter of the two conflicts differed greatly, but both involved the same groups of combatants—administrators, faculty members, students, trustees, and external organizers. This review of Monteith's career brings some illuminating and authoritative answers to many questions about what happened at Hamilton during its nearly disastrous early history. The paper also touches on antebellum influences of organized religious bodies and their feuding factions on colleges and universities, and the social reform movements in the United States during Monteith's lifetime. Appendixes 1 and 2 reproduce relevant pages from 1875 and 1941 published histories of the University of Michigan at whose antecedent institution Monteith held 7 of the 13 blueprinted professorships and also its presidency. Appendix 3 has been typed from an 1833 pamphlet written by President Henry Davis of Hamilton College describing an episode in Monteith's stay there. Appendix 4 reviews the beginnings of Hamilton College. Appendix 5 consists of footnotes and supplementary data. (Author/KE)

ED 107 170 HE 006 487
Crucial Issues in Foreign Student Education. Report of the National Association for Foreign Student Affairs.

National Association for Foreign Student Affairs, Washington, D.C.

Pub Date 74]

Note—36p.

Available from—National Association for Foreign Student Affairs, 1860 19th Street, N.W., Washington, D.C. 20009

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Admission (School), Admission Criteria, *Educational Finance, *Educational Policy, Employment, Financial Support, *Foreign Students, *Higher Education, *Program Development

It is the intent of this report to review the history of the Crucial Issues Project and to summarize the activities of the National Association for Foreign Student Affairs and individual NAFA members as they may relate to concerns raised at the Brainerd, Minnesota meeting in October 1970. Although as many as 12 important issues were identified at the Brainerd meeting, several were interrelated and can be summarized under three major headings: orientation, foreign student financing, and institutional policies related to foreign student admissions. The issues raised point to a continuing need for further development, research, and action to deal with such major concerns as foreign student employment and finances, programs of on-going orientation to the U.S. and predeparture orientation, the relevancy of academic programs, and job placement in the home country. (Author/KE)

ED 107 171

HE 006 494

Marcus, J. S.

A Discussion of a Proposed System for Rewarding And Improving Instructional Effectiveness.

Pub Date 1 Apr 75

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Accountability, *Educational Assessment, Educational Economics, *Higher Education, Program Coordination, Program Development, *Program Evaluation, Research, *Teacher Evaluation, Teaching

The following points are made in discussing the practical and political problems involved in implementing a teaching evaluation system for rewarding and improving instructional effectiveness. (1) We have an obligation to put a higher priority on teaching than we have done so far. (2) Any evaluation system should be tied to a strong system for teaching improvement. (3) There will probably not be wide acceptance of the proposal because: in times of shrinking resources, support tends to go to existing programs; adoption of the program would require the education of administrators and faculty; there is not a one-to-one relationship between good teaching and good research; there is a strong pay-off to research; there can be no significant change without broad acceptance of the program. (Author/KE)

ED 107 172

HE 006 518

Fischer, Norman M.

Financing of Intercollegiate Athletics: Recommendations.

Washington State Council on Higher Education, Olympia.

Pub Date Mar 75

Note—85p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Athletic Programs, Decision Making, Financial Policy, *Financial Support, Grants, *Higher Education, School Maintenance, School Services, *State Colleges, *State Universities, Tables (Data)

Identifiers—Title IX, *Washington

The policy recommendations contained in this report are intended to provide financial guidelines that can be clearly understood by all concerned parties and allow for decision making at the local level within those guidelines. The recommendations provide institutions with a clear understanding of the state's relationship to financial intercollegiate athletics in the state and an opportunity to make decisions at the local level as to breadth, depth, and type of program. The document includes: an introduction; a summary of recommendations; a discussion of background information; including: current financial situations—the universities, current financial situation—the state colleges, 1975-77 biennial requests, University of Washington, Washington State University, and State Colleges; and a discussion of financial, recruiting, and HEW Title IX Guidelines information. The document also includes: recommendations one to three concerning grants-in-aid; recommendation four concerning

plant operation and maintenance; and recommendation five concerning program 010-administration and general expenses and program 030-student services; and recommendation six concerning participation in decision making. Conclusions and appendixes follow. (Author/KE)

ED 107 173

HE 006 521

Illinois State Scholarship Commission Report.

Illinois State Scholarship Commission, Deerfield.

Pub Date Apr 75

Note—83p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Educational Finance, Educational Opportunities, *Federal Aid, *Higher Education, Post Secondary Education, Scholarship Loans, *State Aid, *Student Loan Programs

Identifiers—*Illinois

This is the report of the Illinois State Scholarship Commission, a governor-appointed body of seven persons, responsible for the administration of nine state authorized and funded aid programs for Illinois postsecondary students. The aid programs of the ISSC, combined with institutional and Federal aid and with the funds expected from parents and the applicant, meet the college costs of the institution of the applicant's choice. The major programs consist of (1) nonrepayable monetary awards and (2) guaranteed educational loans. Among the purposes of the commission programs are to: (1) equalize educational opportunity by removing financial barriers to college; (2) preserve diversity in postsecondary education by permitting freedom of institutional choice; (3) increase the retention of students in postsecondary educational institutions; (4) conserve public funds by making it possible for financially needy students to utilize any otherwise unused spaces at Illinois nonpublic colleges; (5) permit a student's in-school employment workload and/or loans to be at a sufficiently modest level so as not to adversely affect his studies or career plans; (6) combine institutional and federal aid with the funds expected from parents and the applicant to meet the college costs of the institution of the applicant's choice. The text includes tables and statistical data. (Author/KE)

ED 107 174

HE 006 529

Policies of Senior Colleges and Universities Concerning Transfer Students From Two-Year Colleges in North Carolina, 1974.

North Carolina Univ., Chapel Hill.

Pub Date May 74

Note—118p.; Third Edition

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Colleges, *Higher Education, *Junior Colleges, Questionnaires, Student Enrollment, *Transfer Policy, *Transfers

Identifiers—*North Carolina

This document is designed to serve primarily as a reference for advisors, counselors, and others in the guidance of students at two-year institutions who plan to transfer to senior colleges and universities of North Carolina. The statements of policies reported herein were obtained through a questionnaire completed by the admissions officers of the senior institutions. The policies, which apply to the 1974-75 academic year, appear by institution in alphabetical order. Appendix one gives the questionnaire used. Appendix two provides information on undergraduate student transfers from one institution to another within the state and from institutions in other states to North Carolina institutions. (Author/KE)

ED 107 175

HE 006 533

Pennsylvania Higher Education Assistance Agency.

Annual Report for 1973-74.

Pennsylvania Higher Education Assistance Agency, Harrisburg.

Pub Date [74]

Note—14p.; A related document is HE 006 534

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Annual Reports, *Educational Finance, Federal Aid, *Financial Support, *Grants, *Higher Education, Nurses, State Aid, *Student Loan Programs

Identifiers—College Work Study, CWS, National Direct Student Loan, NDSL, NSL, Nursing Student Loan, *Pennsylvania

The 1973-74 annual report of the Pennsylvania Higher Education Assistance Agency covers three main areas. (1) The State Higher Education

Grant Program, previously called the State Scholarship Program, awarded grants to 28,133 persons who were 1973 high school graduates, 56,728 "renewals" (also had awards in 1972-73), and 21,613 upperclassmen who did not have an award in the previous year but who needed help to return to school in the fall of 1972. (2) The State Student Loan Guaranty Program provides guarantees to lenders who make loans to students for their schooling. Participating lenders extended \$87,908,863 in new loans. Some 68,389 new and renewed loans were made and 29,685 new borrowers used the program. (3) The Matching Funds Program matches the federal allocations distributed through the National Direct Student Loan (NDSL), Nursing Student Loan, and College Work-Study. The federal/state matching ratios of the three programs are as follows: National Direct Student Loan, nine federal dollars to one state dollar; Nursing Student Loan, nine federal dollars to one state; and College Work-Study Program, four federal to one state. An accompanying table shows dollar amounts contributed by the state and the federal government for each program, and the totals for both the 1973-74 academic year. (Author/KE)

ED 107 176

HE 006 534

Pennsylvania Higher Education Assistance Agency.

Annual Report for 1972-73.

Pennsylvania Higher Education Assistance Agency, Harrisburg.

Pub Date [73]

Note—10p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Educational Finance, Federal Aid, *Financial Support, *Grants, *Higher Education, Nurses, State Aid, *Student Loan Programs

Identifiers—College Work Study, CWS, National Direct Student Loan, NDSL, NSL, Nursing Student Loan, *Pennsylvania

During 1972-73 the Pennsylvania Higher Education Assistance Agency had to deal with the problems of both the victims of the 1972 flood in Pennsylvania and the returning veterans. The report covers three state programs. (1) The State Scholarship Program made 105,501 awards at \$62,759,544. There were 30,701 recipients who were 1972 high school graduates, 56,108 "renewals" (also had awards in 1971-72 but needed assistance to return to school in the fall of 1972). (2) The State Student Loan Program for 1972-73 gave loans to 36,037 first-time borrowers. For the year, there were 71,779 loans made, and their total value was \$88,286,429. (3) The Matching Funds Program matches federal money for National Direct Student Loan (NDSL), Nursing Student Loan (NSL), and College Work-Study (CWS) with state funds. In 1972-73 nine federal to every one state dollar went to NDSL; nine federal to every one state dollar went to NSL; and four federal to every one state dollar went to CWS. (Author/KE)

ED 107 177

HE 006 544

The Supply of Health Manpower. 1970 Profiles and Projections to 1990.

Department of Health, Education, and Welfare, Washington, D.C.

Pub Date Dec 74

Note—224p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

POSTAGE

Descriptors—Dental Hygienists, Dentists, *Employment Opportunities, *Employment Projections, *Employment Trends, *Health Occupations, Health Personnel, *Higher Education, Inhalation Therapists, Nurses, Pharmacists, Physical Therapists, Physical Therapy Aides, Physicians, Psychiatric Aides, Statistics, Tables (Data)

This document provides descriptive profiles of the current and past supply of health manpower and projections of manpower supply to 1990. It presents detailed descriptions of the methodology and techniques used to derive the profiles and projections, and provides interpretations and evaluations of the adequacy and comparability of existing statistics, with descriptions of the more conspicuous gaps in the current health manpower information system. The health manpower occupations covered are the major health professional categories, including a number of specialties within these categories, and selected groups of allied health professions and occupations. The re-

port was developed to provide a wide range of users of health manpower statistics with a comprehensive reference compendium of basic information on major health occupations. It was prepared in 1972 and 1973 as part of a major manpower study within the Bureau of Health Resources Development. The chapters are divided into two main parts. The first part provides an overview of the concepts, methodology, and assumptions underlying the estimates and projections. It also presents summary highlights of the study in both tabular and narrative form. The second part presents detailed statistical material on the current manpower profile and projected supply in specific health fields. These two parts are followed by appendices that include detailed projection tables presenting information not shown separately in individual chapters. (Author/KE)

ED 107 178 HE 006 547

Model Student Assistance Programs for Kentucky. Final Report.

Educational Management Services, Inc., Minneapolis, Minn.

Pub Date 31 Dec 73

Note—135p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Administrative Policy, *Educational Finance, Program Development, *Scholarship Funds, *State Aid, *Student Loan Programs, Tuition Grants, Work Study Programs

Identifiers—*Kentucky

During the year 1973, the Kentucky Higher Education Assistance Authority (KHEAA) conducted a five-phase research program on post-secondary student financial needs and resources in Kentucky. This document deals with phase V of that study. The major objective on phase V is the development of model student assistance programs for Kentucky. KHEAA has assumed that the development of model student assistance programs will include administrative procedures, program guidelines, and funding levels and methods as essential elements in the implementation of student assistance systems. KHEAA also believes that the types of programs proposed are significant and feels that, as a minimum, loan, grant, scholarship and work-study programs should be considered, and that any model student assistance programs developed for the Commonwealth must be tailored to the needs of the potential beneficiaries. This document includes a review and summary of phases I-IV, a review of student assistance plans in other states, and a set of proposed goals and objectives of the Kentucky Higher Education Assistance Authority. Final sections of this report provide identification and assessment of alternative model student assistance programs, development and documentation of alternative strategies, and a summary of study recommendations. (Author/KE)

ED 107 179 HE 006 549

Federal Student Assistance: A Review of Title IV of the Higher Education Act.

Consortium on Financing Higher Education, Hanover, N.H.

Pub Date Apr 75

Note—118p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Costs, *Educational Finance, *Federal Aid, *Financial Support, *Higher Education, Incentive Grants, Post Secondary Education, Scholarships, Student Loan Programs, Tuition Grants, Work Study Programs

Identifiers—*Basic Educational Opportunity Grant Program, BEOG, College Work Study Program, CWS, GSL, Guaranteed Student Loan Program, National Direct Student Loan Program, NDSL, SEOG, Supplemental Educational Opportunity Grant Program

This report, which is the collaborative effort of the 23-member institutions of the consortium, proposes a financial aid structure that would provide access and a degree of choice in postsecondary education. Its overriding concern is with the structure of financial aid. The consortium recommends redirecting benefits under existing laws so that those resources can be more effectively used. The consortium's proposal addresses itself to the six key Title VI programs (The Basic Education Opportunity Grant Program, the Supplemental Educational Opportunity Grant Program, the State Student Incentive Grant Program, the Col-

lege Work-Study Program, the National Direct Student Loan Program, and the Guaranteed Student Loan Program). In addition, there is a commentary that discusses goals, priorities, and costs. (Author/KE)

ED 107 180 HE 006 550

Sheppard, N. Alan Valla, Dianne C. The Perceived Role of Institutions of Higher Education in Serving the Aging.

Virginia Polytechnic Inst. and State Univ., Blacksburg, Dept. of Education.

Pub Date 74

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Colleges, Community Colleges, *Curriculum Development, Educational Attitudes, *Geriatrics, *Higher Education, Junior Colleges, *Older Adults, *Professional Training, Program Planning, Tables (Data)

Identifiers—Senior Citizens Higher Education Act of 1974, Tennessee, *Virginia, West Virginia

The purpose of this study is four-fold. First, to determine the current status of program offerings for the aging in selected institutions of higher education. Second, to ascertain if any programs designed to train personnel to work with the aging are currently being offered. Third, to determine what plans for future programs were being made by institutions of higher education in the Commonwealth of Virginia, and fourth, to determine what are the existing attitudes and priorities of those institutions with regard to such programs. Employing an open-end, closed-form survey questionnaire mailed to all institutions in the neighboring states of West Virginia and Tennessee, it was found that, for the most part, little either in the way of currently offered programs or plans for future offerings is taking place. This finding was contradictory to the self-reported attitudes of the need for such programs surveyed. However, where programs were being offered, services were being rendered, or attitudes toward the extension of education of the elderly to a larger segment of the aging population were reported, it appeared that the community colleges were more aware of the needs and more willing to bear a share of the responsibility for the meeting in comparison to the four-year college and universities. (Author)

ED 107 181 HE 006 561

Young, D. Parker, Ed. Higher Education: The Law and Parameter for Action. Proceedings.

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date 2 Jul 74

Note—68p.; Report from a conference sponsored by the Institute for Higher Education and the Center for Continuing Education (University of Georgia Center for Continuing Education, July, 1974)

Available from—Institute of Higher Education, University of Georgia, Athens, Georgia

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Collective Bargaining, *Court Litigation, *Decision Making, *Employment Practices, *Higher Education, *Legal Problems, Racial Discrimination, Student Costs, Tuition

Identifiers—*Affirmative Action Plan

The central purpose of the conference was to present and discuss judicial decisions and trends and their implications for and applications to the posture of academic decision making. The issues of concern were questioned and examined not from a philosophical or sociological point of view but in light of court decisions and precedents. The document covers: (1) Desegregation: Higher Education's Responsibilities; (2) Public-Private Distinctions: Are There Any Left? (3) Student Fees: Activities and Non-Resident Tuition; (4) Collective Bargaining in Higher Education; (5) Problems or Opportunities for the College or University in Achieving Its Affirmative Action Obligations as an Employer of Academic and Other Professionals; (6) Affirmative Action: Federal Laws and Regulations Relating to Students. (Author/KE)

ED 107 182 HE 006 564

The Role of Research at the University of San Francisco: A Report to the President.

San Francisco Univ., Calif.

Pub Date 30 May 75

Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Attitudes, Faculty, Faculty Evaluation, *Financial Support, Grants, *Higher Education, *Orientation, *Research, Space Utilization, Tables (Data)

Identifiers—*University of San Francisco

The committee of research at the University of San Francisco recognizes that teaching is the primary responsibility and objective of this university. The committee views instruction and research as activities that can be interrelated and mutually enriching within the academic enterprise. It is within this spirit that the current study is presented. This document contains the following: (1) an historical and funding background of the university committee on research; (2) a brief history of research at the university; (3) an attitudinal survey of the university academic officers' view of the role of research in this university; (4) a delineation of the research funding pattern in the university; and (5) a description of the available noninstructional laboratory space. Specific committee recommendations as to purpose, structure, funding, and future directions are presented. (Author/KE)

ED 107 183 HE 006 565

Chronister, Jay L. Martin, E. Davis Nonresident Student Enrollment in State Institutions of Higher Education: An Overview.

Virginia Univ., Charlottesville. Center for Higher Education.

Pub Date May 75

Note—62p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Higher Education, Legal Problems, Migration, *Nonresident Students, *Residence Requirements, State Colleges, State Universities, *Student Enrollment, *Student Mobility, Surveys

This paper provides a general overview of selected questions and issues related to nonresident student enrollment in state institutions of higher education. The intent of the report was to analyze issues concerning nonresident student enrollment, the types and source of constraints placed on nonresident enrollment, and selected constitutional and statutory considerations involved in and determining residency. The methodology of the study included a review of current literature on nonresident enrollment, case law on residency issues, and surveys of state higher education agencies and public institution members of the constraints on resident enrollment. The report is written in three major sections. The first section reviews student migration trends and serves as background information for subsequent sections. Section 2 deals with the nature of nonresident enrollment constraints and contains a review of results of the state and institutional surveys. Section 3 introduces case law related to constitutional and statutory issues. The introduction is an overview of case laws and is not intended to be definitive since it is viewed from an educator's perspective rather than from the perspective of a legal specialist. (Author/KE)

ED 107 184 HE 006 568

Councils, James Steve The Grade of Incomplete: A Brief Review and Comment.

San Francisco Univ., Calif. Office of Institutional Studies.

Pub Date 12 Oct 72

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Achievement Rating, *Grade Prediction, *Grades (Scholastic), Grading, *Higher Education, Norms, *Student Evaluation, Tables (Data)

Current policy on the distribution of incomplete grades designates such grades as indicating postponement of an examination and/or other assignment for some serious reason. The current policy of converting a grade of incomplete to F after some stated time interval is open to question. Current university policy on the automatic conversion of incomplete grades to F should be reviewed. This document attempts to bring qualitative thought to bear upon the use of incomplete as a grade. Only when it is in the serious pedagogical and curricular interest of our student client should the grade of incomplete be issued. The student more often than the professor is the better judge of that interest. Chart 1 shows

the proportion of incomplete grades issued per disciplines, their distribution being by percentage of incomplete grades awarded. (Author/KE)

ED 107 185 HE 006 570

The Second Annual Report of the Student Loan Marketing Association to the Congress of the United States.

Student Loan Marketing Association, Washington, D.C.

Pub Date Apr 75

Note—30p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Annual Reports, *Federal Legislation, *Federal Programs, *Financial Support, *Higher Education, *Program Administration, Program Evaluation

Identifiers—GSLP, *Guaranteed Student Loan Program

The Student Loan Marketing Association ("Sallie Mae") is a government sponsored, private, for profit corporation, created in June 23, 1972, by the enactment of Section 439 of the Higher Education Act of 1965, as amended. Sallie Mae provides liquidity to commercial banks, savings and loan associations, mutual savings banks, credit unions, postsecondary educational institutions, and other lenders in the Guaranteed Student Loan Program (GSLP). Sallie Mae's purpose is to increase the amount of funds these lenders will have available for loans under GSLP. The document is the second annual report of Sallie Mae. After a brief overview of the organization, the document provides information concerning: the board of directors; management; program administration, including Warehouse Advance Program and Loan Purchase Program; impact of Sallie Mae Programs; financing; summary; financial statements; and an appendix that includes legislative and presidential determination. (Author/KE)

ED 107 186 HE 006 572

Salmon, Lewis C.

Man and Women Graduate Students: The Question of Equal Opportunity. Final Report.

California Univ., Los Angeles; Higher Education Research Inst., Inc., Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 31 Mar 75

Note—212p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

POSTAGE

Descriptors—*Admission Criteria, Catalogs, *Doctoral Programs, Equal Protection, Federal Legislation, Financial Support, Geographic Location, Graduate Students, *Graduate Study, *Higher Education, *Sex Discrimination, Student Mobility

Identifiers—*Affirmative Action Program

This study of differential opportunities for men and women graduate students was undertaken for several reasons: (1) to help reach a consensus on a proper and operational definition of sex discrimination in graduate schools; (2) to turn the debate over sex discrimination toward efforts to document quantitatively the allegations previously substantiated by anecdotes; (3) to see whether the affirmative action legislation regarding students, which has been imposed on graduate institutions and caused great havoc in their operation, is required or justified, that is, whether it is the fault of institutions or of earlier conditioning of both sexes by society. The document begins with a review of earlier discussions of sex discrimination in graduate schools. This review is followed by attempts to document and explain differences by sex in the admissions process, time spent in graduate study, geographic and inter-institutional mobility, and financial aid practices. It is in these areas that the most explicit charges of differential treatment of the sexes have been made; these are also areas where new data can be brought to bear on the issue. Appendices cover a survey of graduate school catalogues, doctoral-granting institutions that provide useable data on acceptable rates, and a survey of institutional studies. (Author/KE)

ED 107 187 HE 006 573

McKee, Helen C. And Others

Survey-71. A Follow-Up of '71 Fredonia Graduates.

State Univ. of New York, Fredonia. Coll. at Fredonia. Teacher Education Research Center.

Pub Date Apr 74

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Career Change, Degrees (Titles), *Educational Attitudes, Enrollment, *Enrollment Influences, *Higher Education, *Norms, Occupational Information, Questionnaires, *Student Attitudes, Surveys

Identifiers—*State University College at Fredonia in New York

Survey-71 was initiated to learn more about graduates of State University College in Fredonia, New York. Data was compiled on how students viewed their college education, their activities and interests while attending Fredonia, the influence of a college education on their lives and activities after leaving college. This document contains interpretation of these topics. Fredonia data has been reported by the three academic areas of the college programs which are: arts and sciences, fine and performing arts, and professional studies. This breakdown provides an opportunity to interpret areas independently and to compare data with other major divisions within the college program. Further comparison to a national study by the American Council on Education is provided in the reference tables. For analysis with a national sampling of college students, the tables designate the sex of the respondents. The survey forms used in both studies include many identical items for comparison, since the national questionnaire was adapted for the Fredonia study. (Author)

ED 107 188 HE 006 576

Post-Secondary Education Planning in Texas: Techniques for Policy Analysis. Number 8.

Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.

Pub Date 75

Note—93p.; Report by the Post-Secondary Education Policy Research Project

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Educational Assessment, *Educational Trends, Enrollment Trends, *Higher Education, *Policy Formation, *Program Development, Research Projects

The Lyndon B. Johnson School of Public Affairs has established interdisciplinary research on policy problems as the core of its educational program. A major part of this program is the policy research project, in the course of which three faculty members, each from a different profession or discipline, and about 15 graduate students with diverse backgrounds, research a policy issue of concern to an agency of government. This document is a report of one of the policy research projects conducted during 1973-74. Following a brief overview of the postsecondary education or organizational environment in Texas (chapter 2), consideration is given (chapter 3) to county-to-institution student flows and their implications for institutional development. Statistical analysis of the Austin-San Antonio region of Texas is provided in chapter 4. Chapter 5 approaches institutional and program development from a regional perspective and examines in detail the intra-institutional program development procedures and inter-institutional coordination in the Austin-San Antonio region. Areas for future investigation are noted in chapter 4. (Author/KE)

ED 107 189 HE 006 585

Federal Student Loan Programs. Policy Analysis Service Reports. Vol. 1, No. 1.

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date Mar 75

Note—24p.; Report of a seminar sponsored by the Policy Analysis Service of the American Council on Education (May 15, 1974)

Available from—Policy Analysis Service, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Educational Finance, Emancipated Students, *Federal Aid, *Higher Education, Post Secondary Education, Private Colleges, Residence Requirements, *State Aid, State Colleges, State Universities, *Student Loan Programs, *Tuition

Identifiers—*Higher Education Act Title IV

During the spring of 1974 a series of seminars on student aid programs and student access was held in connection with the congressional hearings on Title IV of the Higher Education Act. This seminar report on four new concepts for

facilitating student access seeks to communicate some of the critical issues and concerns raised by the participants who have had major responsibility for developing or analysing the concepts. The concepts discussed are as follows. (1) The Educational Security Fund is proposed as a federally sponsored, independent agency intended to give to the children of middle-income (\$15,000-\$30,000) families total access to postsecondary education. (2) Two Years of Low or No Tuition in Postsecondary Education is a concept that constitutes one aspect of a much larger topic first suggested in a Carnegie Commission on Higher Education report. (3) Two Wisconsin programs of student assistance are based on the concept that public subsidies can best be targeted at the conclusion of the postsecondary educational experience. (4) The Hartke Family Tuition Assistance Plan provides across-the-board tuition assistance for all students at all types of accredited postsecondary institutions, regardless of the student's residence or status (independent or parent-supported) and regardless of whether the institution is public or private. (Author/KE)

ED 107 190 HE 006 586

New Concepts of Student Access. Policy Analysis Service Reports. Vol. 1, No. 3.

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date Mar 75

Note—32p.; Report of a seminar sponsored by Policy Analysis Service of the American Council on Education (August 27, 1974)

Available from—Policy Analysis Service, American Council on Education, One Dupont Circle, Washington, D.C. 20036

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Educational Finance, *Federal Aid, *Higher Education, Private Colleges, *State Aid, State Colleges, State Universities, *Student Loan Programs, Tables (Data), Tuition

Identifiers—*Higher Education Act Title IV, National Direct Student Loan, NDSL

During the spring of 1974 a series of seminars on student aid programs was held in connection with the congressional hearings on Title IV of the Higher Education Act. This seminar report, which focuses on some of the issues arising from the National Direct Student Loan program and Title IV-B of the Higher Education Act, hopes to communicate widely some of the critical issues and concerns raised by the participants who have studied loan programs or who have worked extensively with them. The issues discussed in this document are as follows. (1) Student Aid Patterns at High-Cost Private Institutions and Alternatives and Recommendations Concerning Loan Programs; (2) Some Considerations for Congress on Loan Programs and What Should be Done with NDSL; (3) A Model on Loan Defaults; and (4) Imperatives in Establishing a Loan Program and the Viewpoint of Loan Program Administrators. (Author/KE)

ED 107 191 HE 006 587

Kemerer, Frank R. And Others

Who Sank The Khaki Submarine At Stanford? A Study of Decision-Making At Stanford University.

Pub Date 73

Note—63p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Academic Freedom, *Decision Making, Faculty, *Governance, Governing Boards, *Higher Education, Military Science, Military Training, *Policy Formation, *Power Structure, Presidents, Research, Students, Trustees

Identifiers—ROTC, *Stanford University

From the late 1960s to the spring of 1970 there was an acceleration of anti-war protest and political movements. At Stanford University this period was characterized by controversy, deep divisions within the university community, disruption of classes, student strikes, and the presence of uniformed police on campus. In this environment of turbulence and violence, a major decision was reached to remove ROTC from Stanford. It was a decision that raised questions concerning the legitimacy of the governing role of the board of trustees, the president, the faculty and the students. It caused a crisis in the decision-making process and an altering of the power

structure of the university. It extended beyond the single topic of ROTC, beyond the question of legitimate authority, to include such matters as the ethics of classified research, rivalry between academic disciplines, and the very fundamental question of academic freedom. This document attempts to identify and analyze, from a political perspective, the decision-making process that produced the "ROTC decision." It begins with an exploration of the Stanford decision-making system and proceeds to describe the "political perspective." (Author/KE)

ED 107 192 HE 006 591

Granat, Richard S.
State Regulation of External Degree Programs.
Catholic Univ. of America, Washington, D.C.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 24 Mar 75

Grant—NE-G-00-3-0208

Note—40p.; Paper presented at the American Association for Higher Education's National Conference on Higher Education (Chicago, Ill., March 24, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Standards, *Educational Assessment, *Experimental Colleges, *External Degree Programs, *Higher Education, State Standards

In general, there is little uniformity in the response of the states to the problem of regulating the quality of accredited higher education. States' statutory schemes vary from absence of any mention of higher education to far-reaching legislation that assumes vast powers over higher education. The pattern that does emerge from an examination of state regulation schemes is that non-profit, nonvocational, regionally accredited institutions of higher education are often free of any significant regulation. Innovative programs, including external degree programs, that cross state boundaries are almost never mentioned in statutes. As part of a nation-wide study, this document tries to determine through an analysis of state statutes and regulations the approaches that states are taking toward external degree programs. This document highlights the scope and limits of state power to regulate innovative education programs. It covers: state regulation of higher education; legal restraints on state regulation of external degree programs the "commerce clause"; and legal restraints on state regulations of external degree programs—due process of law. (Author/KE)

ED 107 193 HE 006 592

Manual for Affirmative Action Program Development and Implementation in Higher Education Institutions.

Florida State Univ., Tallahassee.

Pub Date May 74

Note—70p.

Available from—Florida State University, Office of University Minority Affairs, Tallahassee, Florida

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Colleges, *Employment Opportunities, Equal Opportunities (Jobs), *Higher Education, *Minority Groups, *Sex Discrimination, *Social Discrimination, Universities
Identifiers—*Affirmative Action Plan, Executive Order 11246

Recently, higher education institutions were mandated by law under Executive Order 11246 to develop systematized and action-oriented procedures aimed at eliminating discrimination in employment opportunities and conditions on the basis of race, color, religion, national origin, or sex. The end product of such a program development has been labeled an Affirmative Action Plan for Equal Employment Opportunities for Minorities and Women. The purposes of this manual are to provide clearly defined information, instructions, and processes that can direct and facilitate development and provide effective implementation of affirmative action plans as action-oriented procedures, within higher education institutions. The goals are pursued under three broad headings: (1) background information, (2) writing an affirmative action program, and (3) affirmative action implementation. (Author/KE)

ED 107 194 HE 006 595

Dinsmore, John C.

Women as Cadets: An Analysis of the Issue.

Pub Date May 74

Note—87p.; Master's Thesis, Auburn University

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Admission Criteria, Educational Planning, *Females, *Higher Education, *Military Schools, *Sex Discrimination
Identifiers—*Air Force Academy

With its growing influence and power, the women's movement is directing pressure on the Air Force to permit women to attend the Air Force Academy. This study traces the history of the women's movement in America and examines the specific avenues by which the present Air Force policy against admitting women to the academy could be abrogated. Consideration is given to the sociological basis of "female inequality" and the associated complexities of transitioning to a coeducational institution. Air Force policy and planning for the eventual admission of female cadets is reviewed and found satisfactory; however, there are some actions which should be undertaken soon in order to prevent potential hardships and embarrassment. (Author)

ED 107 195 HE 006 596

Toward Solving Transfer Problems in Southern Universities and Colleges.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency—Carnegie Corp. of New York, N.Y.

Pub Date 75

Note—64p.; Report of a workshop of the Undergraduate Education Reform Project (May, 1975)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Cooperative Planning, *Educational Planning, *Higher Education, *Statewide Planning, Student Mobility, *Transfer Policy, *Transfers, Vocational Schools

Identifiers—Florida, Georgia, Maryland, North Carolina, Texas, Virginia

In May 1974, the Undergraduate Education Reform Project of the Southern Regional Education Board sponsored a small workshop for representatives from each of the 14 SREB states. The purpose of the regional workshop was to provide an opportunity for the state representatives to identify and examine issues connected with student transfer and to share with each other formal attempts to solve these problems and to explore new possibilities for the region. This report of that workshop contains: (1) a summary of discussions of the issues surrounding institutional articulation and student transfer; (2) reports of how these issues are dealt with in the six states in the region that have developed statewide approaches; and (3) formal presentations, including Problems of Articulation, and Association Group; What It Is and Where It's Going. The appendix contains a reproduction of the recommendations from the Airline House Conference on College Transfer and a list of participants in the SREB workshop. (Author/KE)

ED 107 196 HE 006 598

Barwick, Allen J.

College Enrollments and Projections in North Carolina, 1975-80.

North Carolina Univ., Chapel Hill.

Pub Date May 75

Note—64p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Demography, *Enrollment, *Enrollment Trends, *Higher Education, Private Colleges, State Colleges, State Universities, *Student Mobility, *Trend Analysis

Identifiers—*North Carolina

The Committee on Educational Planning, Policies, and Programs of the Board of Governors of the University of North Carolina has adopted detailed, year-by-year projections of anticipated student enrollments in the institutions of higher education of the state for the period 1975-80, with less detailed projections for the years 1984-85 and 1989-90. Those projections are set forth in this document, which also includes much important historical information on college enrollment in North Carolina in recent years. This document assessed the extent of enrollment growth in North Carolina colleges and universities by relating demographic and high school enrollment and graduation information to college enrollment trends. Projections to 1989 will be made using certain underlying assumptions as

bases for these projections. Several crucial assumptions utilized are: there will be no severe social or economic shifts in the society or the state during the projection period; there will be no drastic diminution in the availability of student places throughout the state planning horizon; and there will be no major programmatic change that will significantly affect the college going rate or cause institutional shifts in enrollment. The ensuing enrollment projections are a result of these assumptions. (Author/KE)

ED 107 197 HE 006 600

Honey, John C.

A Proposed National Institute of Education Postsecondary Education Program.

Syracuse Univ., N.Y.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 73

Contract—NE-C-00-3-0124

Note—121p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Educational Assessment, *Educational Development, Educational Finance, Educational Opportunities, *Educational Planning, Educational Problems, *Educational Research, *Higher Education, Institutional Role, *Post Secondary Education, Program Budgeting
Identifiers—*National Institute of Education, NIE

At present, NIE, organizationally and in its staff concerns, is primarily oriented to issues as they apply to early learning and primary and secondary education. Currently, the postsecondary activities of NIE are within the Office of Research and Exploratory Studies where a task force on postsecondary education is located. The short-term contract for the present report specified: "considering the time constraints on the project... (1) describe and analyze within a comprehensive conceptual framework the important problems and opportunities in American postsecondary education that are susceptible to significant amelioration or exploitation through research and/or development. (2) specify appropriate research and development strategies by which NIE might respond to these problems and opportunities, relating such strategies to existing R&D, providing cost estimates and, where appropriate, alternative strategies." The principle approaches used in preparing the report were consultation with informed persons concerned with postsecondary education research and the review of relevant literature, documents, and reports. The document includes: introduction; the setting; organizations concerned with postsecondary research and development; selected issues for the NIE postsecondary research program; methods of implementing the NIE postsecondary program; the program, budget and staff; and appendix A to F. (Author/KE)

ED 107 198 HE 006 602

Hendricks, Glenn L. Skinner, Kenneth A.

Economic and Social Coping Strategies of Foreign Students. Research Bulletin, Volume 15, No. 23.

Minnesota Univ., Minneapolis. Office for Student Affairs.

Pub Date 1 Jun 75

Note—66p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Employment Qualifications, *Foreign Students, *Higher Education, Immigrants, *Legal Segregation, *Social Isolation, *Social Status

The status of foreign students is shown to have both legal and social aspects that make definitions of the subset difficult. Their legal status is that of holding a special position in immigrant law which restricts their activities, especially in economic areas. That they are viewed socially as "outsiders" is reflected in the nature of their social relationships and activities. Because of the legal and social conditions of their presence in the U.S., foreign students can be viewed as utilizing distinctive social and economic strategies for coping with American society. A number of people function in roles as brokers between foreign students and the dominant society. Many of the financial arrangements of foreign students are shown to be inextricably tied to the legal prohibitions on employment which are a condition of their presence. (Author)

ED 107 199 HE 006 603
National Task Force on Student Aid Problems.
Final Report.
 Pub Date [75]
 Note—152p.
EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Budgets, Data Analysis, *Delivery Systems, Exchange Programs, *Federal Aid, Grants, *Higher Education, Post Secondary Education, Scholarships, *State Aid, *Student Application, Student Loan Programs

This document presents a full discussion of the activities, findings, and recommendations of the National Task Force on Student Aid Problems. The task force was a voluntary association of concerned and interested agencies and organizations. Its only standing came from the support of those directly concerned with student aid problems. By design and agreement, the activities of the task force were limited to the delivery system for whatever federal, state, private, and institutional student aid programs exist to meet the needs of students in postsecondary education. The topics included in this document are: (1) the problems of analysis of student financial need, (2) the student common data form, (3) coordination and management of student aid programs, (4) the role and participation of students in the student aid system and partnership. Appendixes give: (1) organizations participating in the task force, (2) members of the working committee of the task force, (3) suggestions for the development of standard student expense budgets, (4) additional information about program information exchange, (5) a description of the consensus model for determination of parental and self-supporting students' ability to pay, (6) additional considerations about the common form. (Author/KE)

IR

ED 107 200 IR 001 638
Arons, Arnold Bork, Alfred
Two New Graphic Computer Dialogs for Teachers.
 California Univ., Irvine. Physics Computer Development Project.
 Spons Agency—National Science Foundation, Washington, D.C.
 Pub Date 5 Mar 75
 Note—13p.
EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Astronomy, *Computer Assisted Instruction, *Computer Graphics, Computer Programs, Elementary School Teachers, High School Students, Inservice Teacher Education, Material Development, Science Education, Science Instruction, Secondary School Teachers

Identifiers—Interactive Systems, LUNA, TERRA
 A pair of interactive computer-student dialogs developed for use primarily with elementary and high school teachers are described. The dialogs use graphic facilities for teaching about the sky as seen from the earth and about the phases of the moon. The primary aim is for the teachers to understand the nature of a scientific model, in this case the model of the phases of the moon, through a Socratic interaction with the computer. The dialogs are also being used by other university students. (Author/SK)

ED 107 201 IR 001 639
Bork, Alfred
Current Status of the Physics Computer Development Project.
 California Univ., Irvine. Physics Computer Development Project.
 Spons Agency—National Science Foundation, Washington, D.C.
 Pub Date 3 Jan 75
 Note—23p.
EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, *Computer Graphics, *Computer Programs, Computer Science, Educational Development, Educational Research, Educational Technology, Higher Education, Instructional Materials, *Instructional Media, Material Development, Physics Instruction, Program Descriptions, Pro-

grammed Texts, Research Tools, Science Instruction, Time Sharing, Undergraduate Study
Identifiers—National Science Foundation, *Physics Computer Development Project, University of California

With support from the National Science Foundation and the University of California, the Physics Computer Development Project have produced in the last six years computer based material in a wide variety of modes. Among the major products are science learning dialogs, graphic additions to APL (A Programming Language), the underlying software, and the authoring system. The project has five major objectives: to produce examples of effective use of graphics in computer-based teaching materials; to explore the use of graphics in computer based teaching materials; to explore authoring modes; to introduce dialogs and other standard computer approaches into standard undergraduate environments; to seek a compatible software strategy. Future projects include an organized Research Unit in Educational Technology and a single timesharing computer for science teaching on all eight undergraduate campuses of the University of California. (SK)

ED 107 202 IR 001 922
Willett, Lynn H.
Assessing Impact of Institutional Studies.
 Pub Date Apr 75

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 through April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Conceptual Schemes, Educational Research, *Evaluation, Information Dissemination, Information Utilization, *Institutional Research, Models, Time, *Use Studies
Identifiers—Research Impact Grams, *Sociograms

With the increase in institutional research activity and the number of reports resulting therefrom, there is a growing need for better assessments of the impact of such reports. This paper proposes a framework for analysis of institutional research report impact. The three major dimensions identified are: (1) time (short-term, intermediate, and long-term); (2) action (accepted, nonresponse, and rejection); and (3) audience (primary or writer/user the same, secondary or written for someone else, and tertiary or written for someone else but passed on to and read by a third part). A series of longitudinal case studies is proposed as a means of implementing the procedures described. A Research Impact Gram (RIG) that incorporates all three dimensions is described. The RIG draws on the sociogram techniques developed in the discipline of sociology. While the approach does have limitations, it provides a simple technique for determining the impact of institutional research reports. (DGC)

ED 107 203 IR 001 923
Pugh, Barbara E.
A Survey of Responsibilities of Indiana Public High School Audiovisual Personnel.
 Ball State Univ., Muncie, Ind. Dept. of Library Science.
 Pub Date Mar 75
 Note—60p.
EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Audiovisual Coordinators, Audiovisual Directors, Audiovisual Instruction, Credentials, Educational Needs, *Employment Qualifications, High Schools, Instructional Materials Centers, Librarians, *Media Specialists, Personnel Selection, *School Libraries, *School Personnel, Secondary Education, Surveys, *Task Analysis
Identifiers—Indiana

To determine what educational background is needed by practitioners, a survey was conducted of audiovisual personnel in Indiana schools with enrollments of 1,000 to 2,000. A questionnaire was mailed to 104 schools and respondents asked to describe their responsibility for audiovisual equipment and software, budgetary duties, and production of audiovisual aids. Opinions on the value of inservice training programs and recommendations for course content in media-specialist college curricula were also sought. Titles of personnel, size of staff, and audiovisual budget by in-

stitution are included. Appendixes include the questionnaire and letter to respondents. (SK)

ED 107 204 52 IR 001 926

Zachert, Martha Jane K.

The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part I: The Federal Library Model. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.

Catholic Univ. of America, Washington, D.C. Dept. of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0731

Pub Date Sep 71

Grant—OEG-0-8-080731-4604(095)

Note—50p.; For related documents see ED 038 985; IR 001 927 and 928

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Administration, Charts, *Government Libraries, Government Publications, Higher Education, Library Education, Manuals, *Models, *Simulation, Special Libraries

Identifiers—*Library Administration

Designed for use in a post-masters level course in library science, this model presents background information about the hypothetical library which is the context for the role-playing and in-basket exercises of a governmental library simulation. An organization chart, operations manual, annual report, and other documents serve to convey information to students about the library in which they will be making decisions and solving problems. Pedagogical considerations rather than strict realism determine the design of the documents; they resemble formats used by government agencies, but some have been simplified for value in teaching or ease in use. (Author/PF)

ED 107 205 52 IR 001 927

Zachert, Martha Jane K.

The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 2: Participant's Resource-Log. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.

Catholic Univ. of America, Washington, D.C. Dept. of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0731

Pub Date Sep 71

Grant—OEG-0-8-080731-4604(095)

Note—91p.; For related documents see ED 038 985; IR 001 926 and 928

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Administration, *Administrative Problems, Administrator Education, *Government Libraries, Higher Education, Librarians, Library Education, Professional Continuing Education, *Role Playing, *Simulation, Special Libraries, Study Guides, Workbooks

Identifiers—*Library Administration

Planned as part of a post-master's level course in the administration of federal special libraries, this resource log is the student's personal workbook for use during his participation in the "Governmental Library Simulation." The student is assumed to have a master's degree and some introductory experience in administration. The log introduces the student to the simulation method, provides 12 problem situations for role-playing, and assists the student in self-evaluation. The materials are intended for class use and are not appropriate for individualized study. (Author/PF)

ED 107 206 52 IR 001 928

Zachert, Martha Jane K.

The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 3: Director's Guide. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.

Catholic Univ. of America, Washington, D.C. Dept. of Library Science.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No—BR-8-0731

Pub Date Sep 71

Grant—OEG-0-8-080731-4604(095)

Note—160p.; For related documents see ED 038 985; IR 01 926 and 927

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Administration, Administrative Problems, Administrator Education, Class Management, *Government Libraries, Higher Education, Librarians, *Library Education, Professional Continuing Education, *Role Playing, *Simulation, *Teaching Guides

Identifiers—*Library Administration

Designed for use in a post-master's level course in administration of the federal special library, this guide provides instructions for the teacher in simulation techniques plus suggested problems and materials. Suggestions are given for classroom management of the "Governmental Library Simulation." A briefing guide, a debriefing guide, and assignments are given for each problem in the "Participant's Resource-Log" (IR 001 927). (Author/PF)

ED 107 207 IR 001 930

Schuegraf, Ernst J.
Organization of a Retrospective Document Retrieval System Based on Fragments.

Pub Date May 75

Note—8p.; Paper presented at the Canadian Conference on Information Science (3rd, Quebec City, Quebec, May 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Computational Linguistics, Computer Programs, Computers, *Data Bases, Electronic Data Processing, *Indexing, Information Processing, *Information Retrieval, *Information Storage, Subject Index Terms, Thesauri, Word Frequency

Identifiers—Retrospective Document Retrieval Systems, Word Fragments

A description of a retrospective document retrieval system is given in which equifrequent fragments are used as language elements for compression coding and retrieval. The critical parameters governing the system are identified, and restrictions imposed by the parameters on the selection of fragments are outlined. Changes necessary in the processing of a query are mentioned and two conditions are postulated for the successful operation of a fragment base retrieval system. References are included. (Author/KKC)

ED 107 208 IR 001 931

MacKinnon, R. J. Schuegraf, Ernst J.
A Minicomputer as Front End Processor for an Automated Library System.

Pub Date May 75

Note—8p.; Paper presented at the Canadian Conference on Information Science (3rd, Quebec City, Quebec, May 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Computer Programs, *Computers, Cost Effectiveness, Data Bases, Libraries, *Library Automation, Library Cooperation, *Library Networks, Library Technical Processes, *On Line Systems, Shared Services

Identifiers—*Minicomputers

Because the cost of computers has decreased significantly in the last few years and their capabilities have increased significantly, a minicomputer is proposed as the front end processor for an automated library system of a medium sized library. The local library processor is to be connected to a larger computer which hosts the data base and executes tasks for which the computing power of the minicomputer is insufficient. The distribution of system modules between the two processors is investigated, and the library functions which can be locally processed are identified. The economic advantages offered by such a system are described, and the implications for a network of library processors are considered. References are included. (Author/KKC)

ED 107 209 IR 001 932

A Directory of College and University Libraries in New York State. 1973, Eighth Edition.
New York State Education Dept., Albany. Div. of Library Development.

Pub Date 73

Note—144p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*College Libraries, *Directories, Junior College Libraries, *Librarians, *Library Collections, Library Expenditures, Personnel Data, State Surveys, Statistical Data, *University Libraries

Identifiers—Library Statistics, *New York

This 1973 edition of the directory has been compiled primarily from data obtained from the Information Center on Education. An addition has been made in the listing of libraries of proprietary institutions offering one or more accredited degrees. The arrangement of the directory is alphabetical by name of institution. Data for each citation includes type of institution, names of principal staff members, number of volumes held, numbers of periodicals and serials received annually, annual expenditures on library materials and total operations, number of staff, and a listing of publications issued by the library. The data is gathered into two summary tables, one by name of institution and the other by size of institution. An index of head of librarians is included. (Author/SL)

ED 107 210 IR 001 935

The Future of Card Catalogs. Report of a Program Sponsored by the Association of Research Libraries, January 18, 1975.

Association of Research Libraries, Washington, D.C.

Pub Date Apr 75

Note—74p.

Available from—Association of Research Libraries, 1725 New Hampshire Avenue, N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Cataloging, *Catalogs, Conference Reports, Costs, Futures (of Society), Information Retrieval, Library Automation, *Library Planning, Library Technical Processes, *National Libraries, *Research Libraries, University Libraries, Work Simplification

Identifiers—Card Catalogs, Desuperimposition, *Library Of Congress

At the meeting of the Association of Research Libraries in Chicago, the principal program element focused on the future of card catalogs, a topic of special concern to large research libraries, whose catalogs are becoming cumbersome, expensive to maintain, and complicated by changes in cataloging rules. Papers by William Welsh and John Rather of the Library of Congress were prepared in advance of the meeting and distributed to a group of panelists whose reactions were followed by discussions from the floor. Concerns and possible resolutions were discussed from the viewpoints of the Library of Congress and of large research libraries. This volume provides a transcript of the meeting. (Author/SL)

ED 107 211 IR 001 947

Northeast Academic Science Information Center (NASIC) Year 2 Report, March 1974 through February 1975.

New England Board of Higher Education, Wellesley, Mass. Northeast Academic Science Information Center.

Spons Agency—National Science Foundation, Washington, D.C. Office of Science Information Services.

Pub Date Apr 75

Note—174p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Annual Reports, Bibliographies, *Data Bases, Information Centers, Information Needs, Information Retrieval, Information Seeking, Information Services, *Information Systems, Libraries, Library Automation, *Library Cooperation, *Library Networks, Library Reference Services, *On Line Systems

Identifiers—Bibliographic Services, Massachusetts, NASIC, *Northeast Academic Science Information Center

In its second year of activity, the Northeast Academic Science Information Center (NASIC) program of the New England Board of Higher Education (NEBHE) has assisted 18 universities and colleges in the Northeast in the implementation of local capabilities to provide computer-based reference services. Working through the libraries at these institutions, NASIC has concentrated its efforts in four areas: (1) training of library staff members to become effective intermediaries between users and the on-line bibliographic systems; (2) consulting with library administrators on the administrative decisions required to implement local on-line search services; (3) cooperating with library staff in user education programs; and (4) serving as a spokesman for the academic community in dealing with data base producers and search service vendors. Training material for both search systems and data bases were also developed. The work of the Massachusetts Institute of Technology Libraries and their Electronic Systems Laboratory for the project is also described. (Author/DGC)

ing with data base producers and search service vendors. Training material for both search systems and data bases were also developed. The work of the Massachusetts Institute of Technology Libraries and their Electronic Systems Laboratory for the project is also described. (Author/DGC)

ED 107 212 IR 001 948

Worner, Roger B.

Criterion-Referenced Curricular Decision-Making: Critical Computer Applications.

Pub Date May 75

Note—15p.; Paper presented at the Annual Meeting of the Association for Educational Data Systems (Virginia Beach, Virginia, April 29 through May 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Computer Oriented Programs, *Computer Science, Cost Effectiveness, *Curriculum Planning, *Decision Making, Educational Improvement, Educational Research, Educational Specifications, *Educational Technology, Evaluation Criteria, Formative Evaluation, Humanization, Instructional Materials, Testing

The most promising and significant utilization of computer science in school districts is said to be in the domain of curricular decision making. The potential for humanizing instruction for students and refining the content and make-up of curricular offerings is particularly emphasized. A step-by-step decision making method is advanced as follows: identifying and sequencing skills and processes; referencing skills and processes to curricular materials; constructing representative test items; referencing test items to skills and processes; and establishing decision rules. Methods for improving more effective delivery of services to students are described, along with the use of computers in curricular material organization and cost-effectiveness analysis. (SK)

ED 107 213 IR 001 949

Rink, Otto P.

An Investigation Into the Effects of Background Music in a Dramatic Television Presentation on University Students' Perception and Retention of Cognitive Content.

Pub Date [75]

Note—28p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Applied Music, *Cognitive Processes, College Students, *Drama, Educational Experiments, Educational Research, Higher Education, Intermodality Differences, Jazz, Learning Modalities, Music, Music Appreciation, Oriental Music, Perception, *Retention Studies, Teaching Techniques

Identifiers—Background Music

To investigate the effects of background music on perception and retention of a dramatic television presentation's cognitive content, 107 English literature students were randomly assigned to one of five background treatments for a play. Four of the videotaped presentations included background music; Shostakovich's Symphony No. 6; Japanese jazz; American banjo-guitar folk music; and Bach's Unaccompanied Suite for Viola. The fifth treatment had no music. Students were given a 25-item multiple-choice test covering factual and interpretive information about the play. A comparison of scores showed no significant difference for the four treatments and the no-treatment modality. The finding contrasts with earlier findings, described in an extensive literature search. (SK)

ED 107 214 IR 001 950

Gallup, David A.

The Development and Implementation of a Model for Comparing Instructional Alternatives.

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Meeting of the Association for Educational Communications and Technology (Dallas, Texas, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Comparative Analysis, *Cost Effectiveness, Educational Development, Educational Research, Evaluation Criteria, *Evaluation Methods, *Formative Evaluation, Higher Education, *Models, Student Attitudes, *Teaching Methods

Identifiers—*Gallup Evaluation Model, GEM I, Pennsylvania State University

In light of current research and evaluation criteria, the Gallup Evaluation Model (GEM I and GEM II) was developed and tested at Pennsylvania State University to assess effectiveness and efficiency of instructional developments. Alternative ways of teaching German I were evaluated according to five variables: amount of pupil time, course costs, number of students, student achievement and attitude. A cost-effectiveness analysis compared student achievement and attitude scores to costs of each alternative instructional method. The Pennsylvania study concluded that the model is practical, readily applicable, and workable for deciding which program to eliminate or revise. It is also useful in predicting changes in effectiveness during course recycling and when reworking certain specific variables. (SK)

ED 107 215

IR 001 951

Judd, Wilson A. And Others

Individual Differences in Learner Controlled CAL. Texas Univ., Austin. Computer-Assisted Instruction Lab.

Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; National Science Foundation, Washington, D.C. Office of Experimental Projects and Programs.

Pub Date Apr 75

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 through April 3, 1975); For related documents see ED 094 732 and 733

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Anxiety, Autoinstructional Aids, College Students, *Computer Assisted Instruction, *Educational Research, Higher Education, *Learning Characteristics, Learning Processes, *Man Machine Systems

Identifiers—Aptitude Treatment Interaction, *Learner Control

Two assumptions in support of learner-controlled computer-assisted instruction (CAL) are that (1) instruction administered under learner control will be less aversive than if administered under program control, and (2) the student is sufficiently aware of his learning state to make, in most instances, his own instructional decisions. Some 130 college student subjects were exposed to a CAL module on 12 edible plants native to Texas. The program for one group included pictures of the plants to help in their identification. A second group was never shown the pictures, and the third group had the option of choosing whether or not they wanted to see the pictures. It was anticipated that those subjects having an option would almost always elect to see the pictures. To provide for investigating individual differences in the use of learner control, a second, less appealing option was introduced—a review of the plants' critical features. It was concluded that learner control over a facilitating treatment did not reduce state of anxiety; the student's ability to use learner control effectively appeared to be a function of personality traits as well as cognitive skills. This suggests that state of anxiety tends to be task specific, and that the relationship of tasks to anxiety should be explored in subsequent research. (Author/DGC)

ED 107 216

IR 001 952

Bower, Cathleen

Analysis of Complex Intervention Effects in Time-Series Experiments.

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 through April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Correlation, *Data Analysis, Economics, Education, *Goodness of Fit, Intervention, Matrices, Psychology, Research Design, Research Methodology, Research Tools, *Statistical Analysis, Statistical Data, *Trend Analysis

Identifiers—ARIMA, Autoregressive Integrated Moving Averages, Least Squares Regression, Regression Analysis, *Time Series Data

An iterative least squares procedure for analyzing the effect of various kinds of intervention in

time-series data is described. There are numerous applications of this design in economics, education, and psychology, although until recently, no appropriate analysis techniques had been developed to deal with the model adequately. This paper presents and develops a complex example of time-series experiments using simulated data with the intent of illustrating the analytic power of the technique for educational methodologists in a number of substantive fields. The simulated data were developed to conform to an autoregressive integrated moving averages (ARIMA) model, and three intervention effects were built into the series. The first intervention exerted a constant effect; the second damped the effect, and the third caused a general drift (trend shift) of the data points. The methodology and results of the simulation—including the simulation data—are provided. (Author/DGC)

ED 107 217

IR 001 953

Kschiech, Kenneth J. And Others

The Columbus Video Access Center: A Research Analysis of Public Reception.

Indiana Univ., Bloomington. Inst. for Communication Research.

Spons Agency—Columbus Video Access Center, Ind.; Irwin-Sweeney-Miller Foundation, Columbus, Ind.

Pub Date Apr 75

Note—66p.; For a related document see ED 094 738

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Attitudes, *Cable Television, Citizen Participation, *Demography, *Program Evaluation, Programming (Broadcast), Television Research, Television Surveys, *Television Viewing, Viewing Time

Identifiers—*Columbus Video Access Center, Indiana, Public Access Television

In cooperation with the Indiana University Department of Telecommunications, the Video Access Center (VAC) in Columbus, Indiana has undertaken a two phase evaluation of its activities. The first phase, done in 1974, was designed to (1) compare VAC to other public access centers throughout the country, (2) determine the size and demographic composition of the VAC audience, and (3) assess the attitudes of Columbus residents toward public access television. A series of recommendations for changes resulted from the initial evaluation. This report describes the second phase of the evaluation and includes (1) descriptive information on the development of the Columbus VAC from February 1974 to February 1975, (2) a quantitative analysis of television viewing by cable subscribers in Columbus, and (3) data, based on 200 telephone interviews, on the reaction of Columbus residents to VAC. Recommendations for future programming and promotional activities are included at the conclusion of the document. (DGC)

ED 107 218

IR 001 955

Klein, M. Frances

A Perspective on Improving the Effectiveness of Curriculum Materials.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the National Audio-Visual Association (Las Vegas, Nevada, January 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Curriculum Planning, Decentralization, Educational Accountability, *Educational Improvement, Educational Research, Evaluation Methods, *Instructional Materials, *Instructional Media, Predictive Validity, *Summative Evaluation, Teacher Role

Identifiers—Learner Verification

Possible methods of improving the effectiveness of curriculum materials are listed and analyzed. Three factors are identified as heightening concern over effectiveness: the quantity of materials available, increasing decentralization of schooling, and the accountability movement. Basic issues discussed include evaluation of learning materials, methodology to be used in improving effectiveness, improving the channels of communication among the various groups concerned with the movement, and the development of alternative models by which learning materials can be improved. (SK)

ED 107 219

IR 001 957

Bell, Sidney L.

Some CMI Design Considerations to Meet the Requirements of Individually Guided Education. Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Contract—NE-C-00-3-0065

Note—17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 through April 3, 1975); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, Educational Development, *Educational Technology, Elementary Secondary Education, *Individualized Instruction, *Instructional Design, Instructional Materials, Learning Processes, Programed Instruction, Programming

Identifiers—Computer Managed Instruction, IGE, Individually Guided Education, *Wisconsin System for Instructional Management

Various methods of implementing the Individually Guided Education program of the Wisconsin Research and Development Center for Cognitive Learning are listed and described. Avenues by which schools may obtain computer support for managing instruction are suggested. IGE methods are contrasted with the self-contained classroom and "file-folder" approaches to individualized education. Methods for establishing instructional groups are described, and grouping recommendations. Group decision-making by teachers in the instructional unit is emphasized. (SK)

ED 107 220

IR 001 958

Spuck, Dennis W. Owen, Stephen P.

The Structure and Management of Individualized Instruction.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Contract—NE-C-00-3-0065

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 through April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Computer Assisted Instruction, Educational Administration, *Educational Development, Evaluation, *Individualized Instruction, Information Systems, Instructional Design, Instructional Staff, *Instructional Systems, Models, Programed Instruction, Teaching Procedures, Testing

Identifiers—Computer Managed Instruction, Wisconsin, *Wisconsin System for Instructional Management, WIS SIM

Construction of a model of a generalized computer managed instruction (CMI) system is discussed. Structural components essential to programs of individualized instruction are listed and analyzed, and problems with them identified. The Wisconsin System for Instructional Management Model (WIS-SIM) is then described and diagrammed, and its instructional cycle explained. The roles of testing and test scoring, performance profiling, specifying performance expectations, diagnosing and identifying instructional needs, and guiding the instructional process and selecting appropriate educational experiences and settings are summarized. Methods are suggested for assessing the effectiveness of the instructional staff. (SK)

ED 107 221

IR 001 959

Ellis, Dorothy Ann

Student Media Center Manual. Rocky River Public Schools, Ohio.

Pub Date 75

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Guides, *Information Services, *Instructional Materials Centers, *Library Guides, Library Services, *Manuals, Reference Materials, School Libraries, Secondary Education, Student Participation

Identifiers—*Ohio

A simple guide to using the schools media center is provided. Students are told how to find and use the print and nonprint resources in the media center, including the card catalog, microfilm, video and audio equipment, and films and filmstrips. (SK)

ED 107 222

IR 001 960

Baker, Justine C.

The Computer in the School. Fastback No. 58. Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—42p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Analog Computers, Autoinstructional Aids, *Computer Assisted Instruction, Computer Oriented Programs, *Computers, Data Processing, Digital Computers, Educational Technology, *Elementary Secondary Education, Man Machine Systems, Networks, On Line Systems, *Programming Languages, State of the Art Reviews, Time Sharing

Identifiers—ALGOL, FORTRAN, LOGO, PLAN, PLATO, TICCTIT

Intended as an overview of the nature and use of computers in schools, this document describes the history and development of computers generally and of computer-assisted instruction (CAI) specifically. Included is information on several CAI systems currently in operation including (1) Programmed Logic for Automatic Teaching Operations (PLATO), (2) Time-Shared Interactive Computer-Controlled Information Television (TICCTIT), (3) the LOGO programming language for mathematics instruction, and (4) Program for Learning in Accordance with Needs (PLAN). Comments are also provided on current capabilities and future directions of both administrative data processing and CAI in American Schools. (DGC)

ED 107 223

88

IR 001 961

Educational Research and Development Makes a Difference in Schools. Annual Report to Members.

Northwest Regional Educational Lab., Portland, Ore.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adult Education, *Annual Reports, Career Education, Computer Science, Demonstration Projects, Educational Experiments, Educational Research, Educational Technology, Instructional Innovation, Intermediate Administrative Units, Manpower Development, *Regional Programs, *Research and Development Centers, Rural Education, Teaching Skills, Telecommunication

Identifiers—*Northwest Regional Educational Laboratory, PLANIT, Samoa

The annual report of the Northwest Regional Educational Laboratory summarizes research and development work and technical assistance activities in 15 programs and projects administered through four laboratory divisions. Among topics covered are improving teacher competencies, rural education, intercultural reading and language development, Alaskan telecommunications, career education, manpower counselor training, adult education, Samoan education, and evaluation, audit and assessment projects. A complete listing of individual projects is included and a three-year statement of income by programs and funding agencies given. (SK)

ED 107 224

IR 001 962

Stone, Harriette K.

The Effect of the Open Classroom Environment on Locus of Control.

Pub Date Jul 74

Note—111p.; Ph.D. Dissertation, Walden University

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Classroom Environment, Educational Development, *Educational Research, Grade 7, Humanization, Junior High Schools, Learning Processes, *Locus of Control, *Open

Education, Psychological Characteristics, Self Concept, Self Directed Groups, Teaching Conditions

To determine whether the open classroom environment produces a higher degree of internal locus of control than the traditional classroom, 200 seventh-grade students, matched for sex, socioeconomic status, academic achievement, and intelligence, were assigned to either open or traditional classrooms. It was hypothesized that both high and low academic achievers in the open classroom would show greater internal locus of control than their counterparts in the traditional classroom, and that low academic achievers in the open classroom would display higher internality than high academic achievers in the traditional classroom. Pre- and posttest measures of the Nowicki-Strickland Locus of Control Scale were used to investigate the hypothesis and confirmed a higher degree of internal locus of control in the open classroom that crossed levels of academic achievement. (SK)

ED 107 225

IR 001 963

Jennings, Ralph M. Richard, Pamela
How to Protect Your Rights in Television and Radio.

United Church of Christ, New York, N.Y.

Pub Date 74

Note—167p.

Available from—United Church of Christ, Office of Communication, 289 Park Avenue South, New York, New York 10010 (\$5.50)

Document Not Available from EDRS.

Descriptors—*Citizen Participation, Citizen Role, Citizenship Responsibility, Civil Liberties, Civil Rights Legislation, Federal Legislation, *Guides, Legal Responsibility, Mass Media, Programming (Broadcast), *Public Policy, *Radio, *Television

Identifiers—FCC, *Federal Communications Commission, Federal Regulation

To help citizens and citizen groups who are trying to make television and radio more responsive to public needs, tastes, and desires, a handbook sponsored by the United Church of Christ spells out government regulatory policies and the public role in them. Sections describe the various roles of the Federal Communications Commission, Congress, the White House, and the Courts and outline the broadcaster's responsibilities and his legally-mandated relationship with the public. Citizens are told how to start a public-interest group and how to intervene in license-renewal proceedings. FCC-required program reports and forms are explained and summarized, both for commercial broadcasting and educational stations. Appendixes include a bibliography of FCC policies, a list of organizations offering assistance to citizen groups, a state-by-state listing of license-renewal dates, and the text of an agreement between a citizens' group and a Dallas broadcasting station. Samples of a renewal application, an annual programming report, and an annual employment report are also included. (SK)

ED 107 226

IR 001 964

Benefeld, Alan R. And Others

NASIC at MIT. Final Report, 1 March 1974 through 28 February 1975. Report ESL-FR-587.

Massachusetts Inst. of Tech., Cambridge. Electronic Systems Lab.

Spons Agency—National Science Foundation, Washington, D.C.; New England Board of Higher Education, Wellesley, Mass.

Pub Date 28 Feb 75

Note—103p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Computer Oriented Programs, Cost Effectiveness, Information Needs, Information Retrieval, Information Systems, Library Cooperation, Library Networks, *Library Reference Services, On Line Systems, *Program Evaluation, Publicize, *Regional Programs, Search Strategies, Training, *University Libraries, Use Studies

Identifiers—Computer Based Reference Services, Massachusetts, Massachusetts Institute of Technology, MIT, NASIC, NEBHE, New England, New England Board of Higher Education, *Northeast Academic Science Information Center

Computer-based reference search services were provided to users on a fee-for-service basis at the Massachusetts Institute of Technology as the first,

and experimental, note in the development of the Northeast Academic Science Information Center (NASIC). Development of a training program for information specialists and training materials is described. Testing, user surveys, and 15 months of operational experience show that: (1) a moderate but growing demand exists for computer-based reference search services; (2) 77 percent of users perceive the service to be cost-effective; (3) promotional efforts need to be very intense both to increase general awareness of the service and to turn awareness into actual use; (4) many different promotional mechanisms are needed; the best are oriented toward the immediate, personal needs of the potential user; (5) cost affects the class of user, but it is only one of many factors that influence a person's decision to use the service; (6) searches are often interdisciplinary and require several sources; (7) information specialists need extensive training and practice searching to attain desirable levels of competence; and (8) integration of these services within the library environment may require organizational and staffing accommodation in addition to the commitment and enthusiasm of participants. (Author)

ED 107 227

IR 001 965

NAEB Directory of Public Telecommunications, 1975.

National Association of Educational Broadcasters, Washington, D.C.

Pub Date 75

Note—157p.

Available from—National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Directories, *Educational Radio, *Educational Television, Fixed Service Television, Higher Education, *Media Specialists, National Organizations, Professional Associations, Public Television, *Telecommunication

Identifiers—Educational Broadcasting, NAEB, National Association of Educational Broadcasters

Membership in the National Association of Educational Broadcasters is listed by individuals and by institutional associates, including school systems and colleges, community corporations, state authorities, and commercial and manufacturing firms. Titles, addresses, and affiliations are provided for individual members. A telephone directory of public television and radio stations is included, and a state-by-state listing of stations includes technical information and a directory of officials. A directory lists ITFS installations in the United States. Colleges and universities offering media courses are listed by states, with officials named and programs of instruction described. (SK)

ED 107 228

IR 001 966

Summary of the Federal Government Library Survey Report.

National Library of Canada, Ottawa (Ontario).

Spons Agency—Information Canada, Ottawa (Ontario).

Pub Date 74

Note—355p.

Available from—Information Canada, Ottawa, KIA 0S9, Canada (\$7.00)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Bilingualism, *Government Libraries, Information Services, *Librarians, Library Automation, Library Collections, Library Cooperation, *Library Services, *Library Surveys, Library Technical Processes, Management, National Surveys, *Personnel Needs, Program Improvement, Questionnaires, Statistical Data, Tables (Data)

Identifiers—*Canada

Utilizing questionnaires, interviews, observations and the study of documents, four survey teams studied 193 federal libraries in Canada, excluding prison, hospital, and diplomatic post libraries. The four teams, consisting of government and nongovernment personnel, covered four topics: library organization and administration, staffing, collections, and services and systems. While many points of excellence were found, it was concluded that the quality of federal library services is uneven, new technology is not being utilized adequately, and there is a lack of coordination and communication between these libra-

ries. In its 157 recommendations, the survey put forward a three-level plan to upgrade the system, including recommendations for improving the operating procedures of the individual libraries and proposals for a coordinated interdepartmental network of library and information services. Data on staffing in these libraries and the survey questionnaire responses are appended. (SL)

ED 107 229 IR 001 968

Pearson, Charles Slamecka, Vladimir
Semiotic Foundations of Information Science.
Progress Report Number 1.
Georgia Inst. of Tech., Atlanta. School of Information and Computer Science.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date Mar 75

Note—14p.; Internal Research Memorandum
EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Information Science, Information Scientists, *Information Theory, *Language Patterns, Linguistics, Models, *Research, Research Needs, Research Projects, *Semiotics, State of the Art Reviews, Symbolic Language, Syntax
Identifiers—*Semiosis

Research on the role of semiosis—a process in which something functions as a sign to an organism—in information processes is described. The object of the study is the structure of various types of signs, and a determination of the relationship between sign structure and information properties. The two goals focused on during the period for which the report was written include: (1) the determination of the internal structure of various sign categories and the relationship between internal and external structure, and (2) formal explication of information including its relationship to semiotic processes and a determination of the essential dimensions of semiosis. Research findings are reported under six headings: (1) theory of sign structure, (2) syntactic developments of theory, (3) investigations into syntactic shape, (4) investigations into semantic and pragmatic structure, (5) project activities, and (6) miscellaneous reports and findings. (Author/DGC)

ED 107 230 IR 001 969

Calbertson, Don S.
Planning for Library Automation in the United States.

Pub Date Nov 74
Note—12p.; Paper presented at the General Council Meeting of the International Federation of Library Associations (40th, Washington, D.C., November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Automatic Indexing, Computers, Data Bases, Electronic Data Processing, Information Processing, Information Science, *Information Systems, *Library Automation, *Library Cooperation, Library Equipment, Library Facilities, *Library Planning, *Library Technical Processes, Research Libraries, Technological Advancement

Identifiers—IFLA 74, Machine Readable Cataloging, *MARC, Turn Key Systems

The 15-year history of the development of library automation is traced, and four major obstacles which had to be overcome are identified: the lack of funds for development, programming, and testing; the need for a common data base; the need for cooperative arrangements among institutions; and the need for widely-available on-line processing. Seven trends of the future are enumerated: minicomputers, turn-key systems, microwave and telecommunications satellites, large random-access computer stores, expanded data bases, cooperation, and national planning. (SK)

ED 107 231 IR 001 970

Hall, John H.
CAA: Computer Assisted Athletics.

Pub Date May 75
Note—7p.; Paper presented at the Annual Meeting of the Association for Educational Data Systems (Virginia Beach, Virginia, April 29 through May 2, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Athletics, *Computer Programs, Computers, Electronic Data Processing, *Infor-

mation Processing, Information Storage, *Information Systems, Optical Scanners, Recruitment Identifiers—*Athletic Injuries, Football Scouting, Scouting

Computers have been used in a variety of applications for athletics since the late 1950's. These have ranged from computer-controlled electric scoreboards to computer-designed pole vaulting poles. Described in this paper are a computer-based athletic injury reporting system and a computer-assisted football scouting system. The injury reporting system uses an optical mark sense form on which various data concerning an athlete's injury and subsequent treatments are entered. Report programs then produce various statistics and information on player statuses for the coaching and training staffs. The football scouting system provides the scout with ready-made forms that may be used to record observations on individual plays and players. A series of reports may be requested by the user. Sample reports from the football scouting system are provided. (DGC)

ED 107 232 IR 001 971

Le Duc, Don R., Ed. Krasnow, Erwin G., Ed.
Inside the FCC: A Guide for Information Seekers.
Wisconsin Univ., Madison. Dept. of Communication Arts.

Pub Date 75
Note—22p.; Not available in hard copy due to marginal legibility of original document
Journal Cit—CLIENT; v2 n2 Winter 1975

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Communications, *Federal Government, Government Libraries, *Government Publications, Guides, Information Services, *Information Sources, Legislative Reference Libraries, *Library Guides, Media Research, Research Tools, Telecommunication Identifiers—FCC, *Federal Communications Commission, Freedom of Information Act

To aid the public in obtaining information and documents from the files of the Federal Communications Commission (FCC) this guide, written with assistance from the FCC staff, explains which office to approach and in what form to make the request. Ways to obtain information by visiting the FCC are explained along with methods for obtaining information by mail. The various FCC releases and publications are outlined and methods of obtaining them from the FCC public information office, Government Printing Office, and National Technical Information Service are described. A guide to FCC reference files covers the dockets branch, minutes and rules branch, broadcast bureau, and cable television bureau. Information available under the Freedom of Information Act is explained. Appendixes include a list of useful addresses and telephone numbers from both Washington and regional offices. (SK)

ED 107 233 IR 001 972

Rabkin, Frieda H.
Learning Center Guide; Helene Fuld School of Nursing.

Helene Fuld School of Nursing, New York, N.Y.
Pub Date 75

Note—8p.
EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Resources, Information Sources, *Instructional Materials Centers, *Library Guides, *Library Instruction, *Nursing

For students at the Helene Fuld School of Nursing, Brooklyn, New York, a guide is provided to services of the school Learning Center. Noncirculating materials are listed and described, including reference books, reserve materials, magazines, the vertical file, and audiovisuals. Borrowing rules and fines are discussed. A guide is provided to the classification system, along with a simplified explanation, with examples, of how to use the card catalog. Suggestions are given for using the Learning Center effectively. (SK)

ED 107 234 IR 001 973

Stanton, Vida Cummins
ERIC Newsletters: Their Content, Uses and Users.
Pub Date May 72

Note—193p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-2757, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Clearinghouses, Content Analysis, Doctoral Theses, Educational Research, *Information Centers, *Information Dissemination, Information Needs, *Information Utilization, *Newsletters, Professional Personnel, Questionnaires, Research Utilization, Surveys, *Use Studies

Identifiers—*Educational Resources Information Center, ERIC

One facet of the information analysis and dissemination program of the Educational Resources Information Center (ERIC) includes newsletters issued by the ERIC clearinghouses. Seventeen of the 19 clearinghouses operational in 1969 published newsletters; all of the 1969 issues of these newsletters were examined and content analyzed. A great variation was revealed in the inclusion of content categories and in the extent of treatment of those categories. Certain characteristics of the newsletter recipients, the newsletter's effectiveness in meeting users' needs, and the importance which recipients attached to certain features of the publications were identified. Data were obtained from a questionnaire addressed to a sample of the recipients of the newsletters from six of the clearinghouses. Distinct patterns of professional interest emerged for each of the six groups surveyed. The content categories of the newsletters were most frequently "scanned" by respondents; the categories most frequently disregarded pertained to the ERIC system and individual clearinghouse news. The practice of keeping files of newsletters suggested that respondents believed these publications to have a reference value even though they were not indexed. The respondents' access to other ERIC products varied considerably, and the availability of ERIC microfiche collections was quite limited. Responses to questions on various sources of information for keeping up to date on educational research indicated that no one source was always superior. (Author/DGC)

ED 107 235 IR 001 975

Wynar, Bohdan S., Ed.
American Reference Books Annual 1975. Volume 6.

Pub Date 28 Apr 75
Note—904p.

Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$25.00)
Document Not Available from EDRS.

Descriptors—Annotated Bibliographies, *Book Reviews, Guides, Libraries, *Library Materials, *Library Science, *Reference Books, *Reference Materials, Yearbooks

Identifiers—ARBA

The sixth volume of American Reference Books Annual (ARBA 75) covers 1974 imprints plus some 1973 reference books that were received too late for the previous volume. It reviews all reference books published or distributed in the United States in all areas of knowledge. ARBA 75 contains 1,855 reviews, and the individual reviews are markedly longer and more detailed than those of previous years. ARBA 75 also features an expanded section on libraries and library resources including general monographs as well as reference books. As in previous volumes, foreign reference books that have an exclusive distributor in the United States are reviewed, and government publications and reprints are reviewed selectively. Important reference works that appear annually are reviewed every three to four years, providing information on changes in their structure and coverage. Reviews contributed by subject specialists and those that are critical are signed. The volume is arranged by subject with a combined author-title-subject index. (PF)

ED 107 236 IR 001 976

Jacobsen, LaVonne
Map Resources in San Francisco.

Pub Date 24 Oct 74
Note—13p.; Paper presented at the Western Association of Map Libraries (San Francisco, California, October 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Agencies, *Community Resources, *Community Surveys, *Directories, Government Libraries, *Information Sources, Library Collections, Library Surveys, *Maps, Publishing Industry, Purchasing, Research Libraries, Special Libraries

Identifiers—California, Map Libraries, *San Francisco

A telephone survey and interviews were used to compile this directory of map resources in San Francisco, California. The directory listings are divided into collections and sources of maps. Within the two sections, the entries are subdivided by type of institution. Collection locales include academic and government libraries, corporations, and association. Sources include government agencies, associations, bookstores, and dealers. Each citation provides an address and telephone number and comments on special features of that collection or source such as subject coverage and availability of free materials. In a preface, some conclusions are drawn from the initial survey as to the state of map resources in San Francisco. (SL)

ED 107 237 IR 001 977

Green, Duff, III, Ed.

Discovery: New Worlds of Educational Data Systems. AEDS Proceedings, Virginia Beach, Virginia, April 29 through May 2, 1975.

Association for Educational Data Systems, Washington, D.C.

Pub Date 75

Note—155p.

Available from—Association for Educational Data Systems, 1201 16th Street, N.W., Washington, D.C. 20036 (\$9.00)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Business Education, Computer Assisted Instruction, Computer Graphics, *Computer Oriented Programs, Computers, *Conference Reports, Confidentiality, Data Bases, Data Collection, Educational Planning, *Educational Research, *Electronic Data Processing, Facility Guidelines, Higher Education, *Information Systems, Institutional Administration, Instructional Materials, Management by Objectives, Management Development, Management Information Systems, Material Development, Public Schools, Simulation, Teacher Education

Identifiers—Computer Managed Instruction, DEIC, *Educational Data Systems, OTIS, Planit, TICCIT

Proceedings of the Association of Educational Data Systems convention are reported and summarized. Papers are arranged by topic under 21 groupings. Among topics covered are the computer industry's responsibility to education; management by objectives in educational data systems; preparation of instructional material; educational data systems in state education agencies, public-school management, and higher education; teacher training and tools; designing instructional facilities; security in educational data systems; modeling and simulation in instruction, and computers in business education. An author-contributor index is included. (SK)

ED 107 238 IR 001 978

Spencer, Gregory J. And Others

Use of Computer-Assisted Instruction for Interpersonal Skill Training: A Pilot Study.

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Naval Training Equipment Center, Orlando, Fla.

Report No.—NAVTRA-EQUIPCEN-73-C-0133-1

Pub Date Mar 75

Note—109p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Autoinstructional Aids, Autoinstructional Methods, *Computer Assisted Instruction, Computer Oriented Programs, Educational Research, *Feedback, Individualized Instruction, *Interpersonal Competence, Man Machine Systems, Military Personnel, *Military Training, *Sensitivity Training, Social Development, Teaching Machines, Time Sharing

Identifiers—*PLATO IV

A pilot study was conducted to investigate the application of the PLATO IV system to training interpersonal skills. As part of the development of an experimental design to be undertaken in the future, several activities were involved. Suitable interpersonal skills were considered and a single one, giving effective performance feedback, was chosen for the pilot study. Training materials for this skill were developed and coded into the PLATO IV system. A small sample of experimental and control subjects was tested and trained, and data about their feedback skill performance and companies' performance were collected and analyzed. It appears that the training had some

effect on skill performance. The proposed experimental design was evaluated as suitable for application to a larger study. (Author)

ED 107 239 IR 001 979

Okey, James R. Majer, Kenneth

Individual and Small Group Learning with Computer Assisted Instruction.

Pub Date Apr 75

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 through April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—College Students, *Computer Assisted Instruction, *Cost Effectiveness, Criterion Referenced Tests, *Educational Research, Effective Teaching, Efficiency, Experimental Groups, Group Activities, Group Instruction, Higher Education, Individual Instruction, Man Machine Systems, Methods Courses, *Small Group Instruction, Teacher Education, Time Factors (Learning)

Identifiers—Group Learning, PLATO IV

An experiment explored the effect of group size on student learning when small groups of students worked together at a computer assisted instruction (CAI) terminal. Both learning effectiveness and efficiency were considered. Sixty college students were divided into three groups—19 students studying alone, 16 studying in pairs, and 15 studying in groups of 3 or 4. Students worked together at the PLATO IV CAI terminal and then completed criterion-based tests individually on the material covered and an attitude questionnaire. No significant differences in achievement were found, but very significant differences in the time to complete the module were observed. Pairs of students required the most time, and groups of 3 or 4 required the least time. When total achievement scores for the group were divided by the total time at the terminal, learning efficiency was found to increase with group size. It may be concluded, therefore, that learning effectiveness is not substantially altered by small group use of CAI terminals, but the relative efficiency is considerably improved. (DGC)

ED 107 240 IR 001 980

Hayman, John L., Jr. Barnette, J. Jackson

The Design of a Future-Oriented Sensing System for the Identification, Production, and Dissemination of National Educational Information Needs.

Pub Date Apr 75

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 through April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Data Collection, *Educational Needs, Educational Planning, Evaluation, Futures (of Society), *Information Dissemination, *Information Needs, *Information Systems, Program Proposals

Identifiers—Educational Information Systems, *Sensing Networks

To insure that information needs are met or identified and that these needs are communicated to information producers in a systematic way, a sensing network is proposed for monitoring information system operation and forecasting information needs. Concerns of the network and bases for evaluating the information system are identified. Five staff teams are suggested for the system and their duties described. Ten criteria to be used to evaluate the information and the information system are listed. Methods of extrapolating, scenario writing, and morphological analysis as means of understanding future information needs are explained. (SK)

ED 107 241 IR 001 981

Brecke, Fritz H. And Others

Algorithms: A New Tool for Educational Technology.

Arizona State Univ., Tempe.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Pub Date Apr 75

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 through April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Algorithms, Learning Processes, *Learning Theories, *Logical Thinking, Models, Problems, *Problem Solving, Task Analysis, Teaching Techniques, Thought Processes

The concept of an algorithm derives from the physical sciences, but it has often been misunderstood and misapplied in the social sciences and in education. The theoretical and practical significance of algorithms stems from their applicability to problems of learning, instruction, and instructional design, and they may potentially provide the basis for the development of a paradigm or model of instruction. For the purposes of this paper, an algorithm may be defined as a strictly replicable procedure which always produces the correct result when applied by a user to a problem or class of problems. Examples of the specification and use of an algorithm are provided together with a discussion of the properties and characteristics of algorithms. Some areas for further investigation and clarification are also suggested. (DGC)

ED 107 242 IR 001 982

Broderick, William A.

Instructional Development for the Florida PLATO Project: Process and Evaluation.

Florida State Univ., Tallahassee. Center for Educational Design.

Pub Date Apr 75

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 through April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, Educational Development, Educational Research, *Educational Technology, *Evaluation Methods, Formative Evaluation, *Instructional Design, Instructional Materials, Learning Processes, Summative Evaluation, *Systems Analysis

Identifiers—Florida, *PLATO

The process used in the design and evaluation of modules of instruction with the PLATO IV Computer System for stimulus display and response recording is described. Steps in the instructional design process are listed as problem identification and task analysis, identification of entry characteristics, development of performance objectives, development of evaluation instruments, determination of instructional sequence, design of instructional components, and production of instructional materials. Evaluation is discussed in terms of product, evaluation, process evaluation, and system effectiveness. (SK)

ED 107 243 IR 001 983

Cooper, Ted L.

Less Equals More: Coaching/Prompting CAI as a Tool Technology.

Boeing Computer Services, Inc., Seattle, Wash.

Pub Date Apr 75

Note—19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 through April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Cost Effectiveness, *Curriculum Development, Literature Reviews, On Line Systems, Program Descriptions, *Programming Languages

Identifiers—BCS, Boeing Computer Services, Computer Hardware, Computer Software, *SCHOLAR TEACH

Recent reviews of computer-assisted instruction (CAI) in various journals suggest that the technological and economic barriers to its adoption and use may be overcome in the very near future, and that CAI will be feasible in a number of educational settings. Computer hardware costs have dropped dramatically in recent years, and a variety of programming languages are available to the user. Two major problems remain to be overcome. First, there are problems of instructional strategy including the lack of preservice and inservice teacher education on the use of CAI. In particular, there is a need for better training on the methodology of lesson development for CAI. Second, the variety of computer programming languages together with their technical intricacies presents a significant barrier to widespread use. In an effort to overcome the latter problem, Boe-

ing Computer Services (BCS) has developed a series of computer routines to aid the instructor in the development and use of CAI lesson modules, SCHOLAR/TEACH. The software is currently in pilot testing and may be available for more general use in the near future. When available to the public, it will include a series of self-tutorial modules to assist teachers in the field with the use of the system for curriculum development. (DGC)

ED 107 244 IR 001 984

Harkins, Craig

Technical Presentations in Multimedia: A Modular Approach.

Pub Date May 75

Note—20p.; Paper presented at the International Technical Communication Conference (22nd, Anaheim, California, May 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Audiovisual Aids, *Demonstration Projects, Films, Guides, Instructional Materials, *Media Selection, Media Specialists, *Media Technology, Multimedia Instruction, Slides

A unique system for writing and producing multimedia technical presentations is said to make it relatively easy for any communications professional to get involved with multimedia. Projection equipment and screen numbers are to be chosen strictly on the basis of content; dissolve effects with 35mm slides are described as the key. Central themes are to be reinforced through animated slides. 16mm clips intercut with slides and three- to six-minute "jury duty" films are to be used. Details of a hypothetical technical project are presented to show how the approach works. (SK)

ED 107 245 95 IR 001 985

Schreiber, Rachel Markel, Geraldine

Assessment of a Self-Instructional Conversion Model for Elementary Schools. Final Report.

Ann Arbor Public Schools, Mich.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-E-133

Pub Date Dec 73

Grant—OEG-5-72-0035(509)

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Audiovisual Aids, *Autoinstructional Aids, Autoinstructional Methods, *Curriculum Development, *Elementary Grades, Evaluation, *Individualized Instruction, Instructional Innovation, *Instructional Materials, Language Arts, Mathematics, Social Studies, Teaching Methods

Identifiers—*Audio Tutorial Instruction

A project to develop a "Self-Instructional Conversion Model for Elementary Schools" comprising 46 audiotutorial lessons designed for use at various grade levels is described. Selected lessons were produced for language arts, mathematics, social studies, and science. Each teacher planned the lessons, organized the materials, tried the lessons with several pupils, made revisions, submitted lessons to the project evaluator who suggested further revisions, and finally teachers used them regularly with students. The lessons proved to be expensive in terms of production hours in relation to instructional time. Audiotutorial lessons were useful for reteaching children, giving further practice, and also in presenting new skills and new information to children who have a special interest in a subject. They did not appeal to elementary age children or to their teachers as much as the literature indicates they have appealed to older students. (Author/DGC)

ED 107 246 IR 001 986

Lashowitz, Barry And Others

Visual and Auditory Information Processing in Flying Skill Acquisition. Final Report for Period July 1973 through June 1974.

Arizona State Univ., Tempe. Dept. of Educational Psychology.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-74-103

Pub Date Dec 74

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Armed Forces, Auditory Discrimination, Conceptual Schemes, *Flight Training, *Information Processing, *Information Seeking, Memory, Military Training, Models, *Performance Factors, *Research, Stress Variables, Visual Discrimination

Identifiers—Auditory Information, Visual Information

A series of experiments are described which were conducted to further refine experimental paradigms for the investigation of information processing skills relevant to pilot training. A series of tasks have been developed and studied which attempt to measure the individual's information processing capacity as well as his susceptibility to performance degradation resulting from the introduction of interfering stimuli. Data suggest performance on these tasks to be highly dependent on individual differences, therefore, making them good candidates for use as tools in the investigation of information processing skills in flying training. Implications for direct application to flying training research are discussed. (Author/DGC)

ED 107 247 IR 001 987

Educational Broadcasts of NHK. Special Issue of NHK Today and Tomorrow.

Japan Broadcasting Co., Tokyo

Pub Date Mar 75

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Broadcast Industry, Correspondence Schools, Educational Development, *Educational Television, Extension Education, Home Study, *Instructional Innovation, *International Education, Mass Media, Media Research, *Program Descriptions, Programming (Broadcast), Telecommunication

Identifiers—Educational Broadcasting, Japan, NHK, *Nippon Hoso Kyokai

A special issue of NHK Today and Tomorrow, published by Japan Broadcasting Company, describes open-circuit and classroom broadcasts. Policies of NHK are explained and standards listed for educational programs in general, school programs, children's programs, and cultural programs. The scope of classroom broadcasts is described and a schedule included. Programs of correspondence education both for senior high school and for higher education are described and reported. A brief summary of the "Citizens' University Course of the Air" is offered. A full explanation is given of the social education programs, including descriptions of foreign language lessons, vocational and technical lessons, programs related to agriculture, forestry and fisheries, programs for children, programs for women, programs for business management, science programs, and cultural programs. A brief history of NHK is appended. (SK)

ED 107 248 IR 001 988

Report of the Conference on Engineering Information in Developing Countries, April 22 through 26, 1974, Cairo, Egypt.

World Federation of Engineering Organizations, London (England). Committee on Engineering Information.

Spons Agency—National Bureau of Standards (DOC), Washington, D.C.

Pub Date Apr 74

Note—106p.

Available from—World Federation of Engineering Organizations, Savoy Place, London WC2R 0BL, England

EDRS Price MF-\$0.76 HC-\$5.76 PLUS POSTAGE

Descriptors—*Conference Reports, *Developing Nations, Educational Needs, *Engineering Technology, Information Dissemination, Information Sources, *Information Utilization, International Programs, Planning Meetings, Technical Education

Identifiers—Egypt, *UNESCO, UN Industrial Development Corporation

Proceedings of a conference to identify specific projects which might be undertaken to improve the availability and utilization of engineering information in developing countries are summarized. Papers report on engineering information activities of UNESCO and the United Nations Industrial Development Corporation, on engineering information services in highly industrialized countries, information currently available in Arab countries and prospects for improving its

accessibility, barriers to transfer of engineering information, and suggestions for improvement. Texts of five task force proposals for projects in housing and construction, engineering standards, energy and power, industrial information systems, and computers and telecommunications are included. Names and addresses of specialized task force members are listed. Appendixes include the program conference, membership of relevant committees, and names and addresses of conference participants. (SK)

ED 107 249 IR 001 989

Rosenblatt, Paul C. Cunningham, Michael R.

Television Watching and Family Tension.

Spons Agency—Minnesota Univ., St. Paul. Agricultural Experiment Station.

Pub Date [75]

Note—22p.

Available from—Paul C. Rosenblatt, Department of Family Social Science, University of Minnesota, St. Paul, Minnesota 55108

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavioral Science Research, *Conflict, Family Environment, Family Life, *Family Problems, Group Behavior, *Interaction, Television Research, *Television Viewing, Viewing Time

Identifiers—*Minneapolis

The relationship between the amount of television watching and level of family tension was studied through interviews carried out in 64 Minneapolis households. Tension levels were found to be higher in families with high levels of television watching, particularly in households with a high population density. There appears to be a strong relationship between television watching and the number of conflicts, arguments, disagreements, or complaints over television in households with low population density. Television set operation may be used to prevent tense interactions, particularly in households that are so crowded that people cannot easily use spatial separation to control tense interaction. (SK)

ED 107 250 IR 001 990

Bullard, John R. Mether, Calvin E.

Audiovisual Fundamentals; Basic Equipment Operation and Simple Materials Production.

Pub Date 74

Note—150p.

Available from—Wm. C. Brown Company Publishers, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (\$3.95)

Document Not Available from EDRS.

Descriptors—Audio Video Laboratories, *Audiovisual Aids, Audiovisual Centers, Closed Circuit Television, Educational Technology, *Electronic Equipment, Guides, *Instructional Materials, *Instructional Media, Production Techniques, Projection Equipment

A guide illustrated with simple sketches explains the functions and step-by-step uses of audiovisual (AV) equipment. Principles of projection, audio, AV equipment, lettering, limited-quantity and quantity duplication, and materials preservation are outlined. Apparatus discussed include overhead, opaque, slide-filmstrip, and multiple-loading slide projectors; record player and cassette and open-reel audiotape recorders; 16mm projectors and videotape recorders; thermal copying and direct spirit master preparation. Dry mounting, laminating, and inklifting are explained. An appendix includes 11 assignment sheets to teach techniques of lettering and duplicating. A trouble-shooting guide for instructional equipment is included. (SK)

ED 107 251 IR 001 991

Roberts, Eric

Critical Feedback in Self-Instructional Course: Need, Nature, and Effects.

Pub Date Apr 75

Note—29p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 through April 3, 1975)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Autoinstructional Programs, *Communication (Thought Transfer), *Course Evaluation, Educational Research, *External Degree Programs, *Feedback, Independent Study, Individual Development, Instructional

Design, Reinforcement, Student Development, Supervision, *Teacher Educators, Teaching Methods

An investigation into uses of evaluative feedback in a graduate-level external-studies course in supervision is reported. Methods of presenting feedback are described, utility and clarity of feedback discussed, and the role of feedback in external and traditional instruction compared. Student assessment of the methods utility and the accuracy of instructors' comprehension of student communication (as perceived by students), and instructors' own assessments of their teaching are analyzed. Conclusions of both students and instructors are given, with recommendations for future feedback methods in external-studies courses. (SK)

ED 107 252 IR 001 992

McCluskey, Michael R.

Perspectives on Simulation and Miniaturization. Professional Paper No. 1472.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C. Report No.—HumRRO-PP-14-72

Pub Date Jun 72

Note—20p; Paper presented at the U.S. Continental Army Command Training Workshop (Fort Gordon, Georgia, October 1971)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Evaluation, Marksmanship, *Military Training, *Models, Performance, Research, *Research Methodology, Research Needs, Research Tools, *Simulation, *Systems Concepts, Training

Identifiers—Aircraft Identification, *Miniaturization

Simulation—here defined as a physical, procedural, or symbolic representation of certain aspects of a functioning system, or as a working model or representation of a real world system—has at least four areas of application: (1) training where the objective of simulation is to provide the trainee with a learning environment that will facilitate the acquisition of a skill or body of knowledge, (2) performance measurement in the determination of limits of proficiency, research requirements, or training needs, (3) system evaluation in terms of operating objectives, and (4) research where it is important to control and examine certain aspects of the environment. Among the reasons for using simulation techniques rather than other methodologies are: expense and time; safety; ethical or political constraints; past, future, or hypothetical events; and control over real-world events. Several advantages of simulation over other methodologies for training, evaluation, and research are presented together with a conceptual framework for assessing the utility of its application to specific problems. Miniaturization, as a special form of simulation, is described with reference to two military training situations—aircraft identification and marksmanship practice. Some areas needing further research are also presented. (DGC)

ED 107 253 IR 001 993

Dick, Walter

The Design of a Ph.D. Program in Instructional Systems.

Florida State Univ., Tallahassee. School of Education.

Pub Date Apr 75

Note—11p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30 through April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Core Courses, Curriculum Planning, *Degree Requirements, *Doctoral Programs, Educational Development, Educational Planning, Educational Programs, Evaluation, Graduate Study, Instructional Design, *Instructional Systems, *Performance Based Education, Teacher Educator Education

Identifiers—*Florida State University

The design and implementation of a doctoral program in instructional systems at Florida State University is described and analyzed. Objectives of the program are listed, along with 22 subskills to be developed. Nine possible career fields for degree recipients are identified. Eleven core com-

petencies needed in all career fields are listed, as are 11 other "frequently essential" competencies, and the process of clustering the competencies analyzed. Management procedures are also discussed. (SK)

ED 107 254 IR 001 994

Pennsylvania Regional Instructional System for Education. Final Report.

Wilkes Coll., Wilkes-Barre, Pa.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date [75]

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Computer Oriented Programs, Educational Planning, *Facility Utilization Research, Faculty Evaluation, Higher Education, Instructional Media, Programmed Instruction, *Regional Programs, Statewide Planning

Identifiers—Pennsylvania, Pennsylvania Regional Instructional System Educ, PRISE

Participation by Wilkes College in the Pennsylvania Regional Instructional System for Education (PRISE) Regional Cooperative Computing Activities program for the period July 1971 through June 1974 is summarized, and problems and successes identified. Loss of faculty members trained in the program and loss of interest of some of the others because of time and effort required in computer use are listed as obstacles. Development of a solid core of computing-oriented faculty members is identified as a success. The advantages of introducing interactive computing to students is also cited. (SK)

ED 107 255 IR 001 995

Gaven, Patricia Williams, R. David

Library Information Network Experiment with ATS-F Satellite Telecommunications.

Pub Date 21 Nov 72

Note—20p; For a related document see IR 001 996

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Audiovisual Instruction, Budgets, *Communication Satellites, Evaluation Methods, Experimental Programs, *Information Networks, Job Analysis, Library Cooperation, *Library Networks, Library Technical Processes, Media Technology, Regional Libraries, *Rural Education, State Programs, Technology, *Telecommunication, Video Tape Recordings

Identifiers—*Alaska, ATS F, MACOS, MAN A COURSE OF STUDY

ATS-F will be used by the Alaskan library community to develop a knowledge base for the library function of information delivery utilizing satellite technology. The experiment comprises three segments: (1) a weekly 15-minute participatory audio-video unit aimed at school children; (2) a weekly half-hour audio-video unit aimed at a variety of adult audiences; and (3) a daily, one-hour audio unit aimed at information aides and library personnel within the tripartite Regional Library Network. The program for school children will utilize library resources and materials supporting "Man: A Course of Study" and the audio-video potential of ATS-F to reinforce information gathering and research skills. Two broad objectives form the basis for the Library Information Network experiment: to utilize satellite telecommunications to investigate the possibilities of expanding traditional library operations, and to explore nontraditional library/ information center operations and their application to satellite technology. The experiment is planned for September 1974 through August 1975. A list of job descriptions for key personnel is included, plus a budget for both the developmental and operational phases. (Author/KKC)

ED 107 256 IR 001 996

Gaven, Patricia Williams, R. David

ATS-F and Man: A Course of Study: An Experiment in Satellite Application to Statewide Instructional Methodology.

Pub Date Nov 72

Note—13p; For a related document see IR 001 995

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Budgets, *Communication Satellites, Cultural Isolation, *Educational Methods, Evaluation Methods, Experimental Programs,

Library Cooperation, Regional Libraries, Research Methodology, Research Proposals, *Rural Education, *Social Integration, Social Isolation, State Programs, *Telecommunication Identifiers—*Alaska, ATS F, MACOS, MAN A COURSE OF STUDY

An experiment is proposed which will study the advantages of satellite technology as a means for the standardization of teaching methodology in an attempt to socially integrate the rural Alaskan native. With "Man: A Course of Study" as the curricular base of the experiment, there will be a Library Experiment Program for Adults using print and nonprint materials and a Library Experiment Program for Children as a parallel non-classroom learning experience. Both programs will support the educational approach of child, parent, and professional in merged interaction. Evaluation of this experiment will consist of the extent of participation in the satellite classroom session, pre- and postattitudinal surveys, direct evaluation by teachers, the number of participants in a satellite parent-teacher exchange, and the number of requests for resource materials and the frequency of their use in teaching the course. The experiment is planned for February 1973 through June 1975. A list of job descriptions for key personnel is included, plus a budget for both the developmental and operational phases. (Author/KKC)

ED 107 257 IR 001 997

Gordon, Ruby D.

The Effects of Video Recording Experience Upon the Communication Behavior Skill of Empathy and Dogmatism in Sophomore Community College Nursing Students.

Pub Date Dec 74

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Behavioral Science Research, *Behavior Change, Behavior Patterns, Changing Attitudes, College Students, *Communication (Thought Transfer), Communication Skills, Community Colleges, *Dogmatism, *Empathy, Nonverbal Communication, Nursing, Oral Expression, Receptive Language, Student Research, *Video Tape Recordings

Identifiers—Arizona, Glendale Community College

To determine the effects of videorecording experience on the communication process in community college sophomore nursing students, 20 students were randomly assigned to two groups. One group received 90-minute sessions of videorecording/feedback experience twice weekly for five weeks. The control group was not exposed to the experimental variable. Both groups were pre- and posttested on a Communication Skill Behavior Check List for Empathy and Dogmatism. The experimental group's experience consisted of student construction of communication situations, utilization of the communication process guidelines, observation and increased sensitivity to nonverbal and verbal cues in the communications process, and group discussion of attitudes following replay sessions. Test results showed no significant differences in scores of the experimental group and the control group. (SK)

ED 107 258 IR 001 998

Rainey, James R.

A Media Facilities Model for a Proposed Large Suburban High School.

Pub Date May 75

Note—85p; Master's Thesis, Indiana University of Pennsylvania

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Educational Development, Educational Facilities, Educational Specifications, Educational Technology, *Facility Guidelines, *Facility Planning, *High School Design, *Instructional Materials Centers, Instructional Media, Library Standards, *School Planning, Secondary Education, Suburban Schools

By studying literature and conducting an extensive survey of a community, students, population, size of faculty, and curricula, a proposed media facilities model was drafted for a large suburban high school. Recommendations for equipment to be installed in each classroom are given, along with equipment and materials to be shared by departments or housed in central administration. Specific recommendations are made by subject areas including facilities for a language laborato-

ry, science, business, arts and crafts, homemaking, industrial arts, and English, social studies and geography. A learning resource center and television studio are proposed, along with a production area for graphics use. It is further proposed that schoolwide instructional areas, including gymnasium, swimming pool, auditorium, cafeteria, and health-services area be equipped for audiovisual use. (SK)

ED 107 259 IR 001 999

Losse, Robert M., Jr.
A Plan for Teaching Data Processing to Library Science Students.

Pub Date 7 Apr 75

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Computer Programs, *Computer Science Education, *Course Descriptions, Data Processing, Graduate Students, Higher Education, *Library Education, Library Schools, *Programming, *Programming Languages, Student Projects, Textbooks

Identifiers—COBOL, MIX

An outline is proposed for a library school course in data processing for libraries that is different from other such courses in that it emphasizes the operations of the computer itself over the study of library computer systems. The course begins with a study of computer hardware then moves to the teaching of assembly language using the MIX language as an example. COBOL is then taught as an example of higher level programming languages. In the final segment of the course, actual library systems are studied. This course description includes a list of appropriate texts and suggested study projects. (SL)

ED 107 260 IR 002 000

Learning Materials and Services at the University of North Carolina at Charlotte.

North Carolina Univ., Charlotte. J. Murrey Atkins Library.

Pub Date Oct 74

Note—43p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Administrative Organization, Audiovisual Aids, *Centralization, Educational Technology, Higher Education, *Instructional Materials Centers, Instructional Media, Job Analysis, Library Facilities, Library Planning, Library Role, *Library Services, Library Technical Processes, Literature Reviews, Media Specialists, Multimedia Instruction, Organizational Change, *University Libraries

Identifiers—Charlotte, University of North Carolina

The Media Committee of the Atkins Library of the University of North Carolina performed a 3-month study to review the library's existing policies on media resources and services and to make recommendations for improvement and expansion. As a result, the integration of all learning materials and services at the university was proposed, with the desired objective of attaining better overall services for the university community through more efficient use of personnel and resources. A major administrative reorganization was proposed to lodge all responsibility for media resources, services, and programming within one campus agency. Further specific recommendations were made covering staffing, facilities, services, and the handling of nonprint media. Job descriptions for expanded library services are appended. (Author/PF)

ED 107 261 IR 002 001

Lancaster, F. Wilfrid, Ed.
Applications of Minkomputers to Library and Related Problems. Papers Presented at the 1974 Clinic on Library Applications of Data Processing, April 28-May 1, 1974.

Illinois Univ., Urbana. Graduate School of Library Science.

Pub Date Apr 75

Note—195p.

Available from—Publications Office, 249 Armory Building, University of Illinois, Champaign, Illinois 61820 (\$6.00)

Document Not Available from EDRS.

Descriptors—Cataloging, Computer Oriented Programs, *Computer Programs, *Computers, Computer Science Education, Conference Reports, Data Processing, *Information Processing, Information Retrieval, Library

Acquisition, *Library Automation, Library Circulation, Library Education, Library Networks, *Library Technical Processes, Serials, Training Identifiers—Computer Hardware, *Minicomputers

More than 100 representatives from various types of libraries attended a clinic on the current and future applications of minicomputers in library operations. Among the library-related problems considered were: (1) circulation and control, (2) cataloging, (3) education and training, (4) information retrieval, (5) acquisitions, and (6) serials control. For some of the applications considered, the minicomputer is a stand-alone unit, while in others it is linked to larger systems within or outside the library. Some of the institutions used as examples for alternative uses of minicomputers were Stanford University, University of Chicago, University of Maryland, and University of Minnesota. Alternative computer manufacturer's equipment is also described. (DGC)

ED 107 262 IR 002 002

Schmidt, Nancy J.
Evaluating Materials About Africa for Children.

Pub Date Apr 75

Note—24p.; Paper presented at the Annual Meeting of the Illinois Association of School Librarians (Springfield, Illinois, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—African Culture, African History, *African Literature, Annotated Bibliographies, *Childrens Books, Elementary Secondary Education, *Evaluation Criteria, Fiction, Folklore Books, History Textbooks, Illustrations, Library Collections, *Library Material Selection, Negro Stereotypes, School Libraries, Stereotypes, Textbook Bias, *Textbook Evaluation

Identifiers—*Africa

Choosing texts, media, and literature about Africa is a difficult task for school librarians who have not studied Africa in detail; however it is possible to evaluate the available materials on the basis of several important criteria. These include the authority of the author, the dates of preparation and publication, and the accuracy of illustrations. Blatant biases can be easily recognized, but attention should also be paid to the more subtle forms of bias in the use of stereotypes or evaluative labels to typify whole groups. Over half of the children's materials on Africa appear in publishers' series, most of which use a European conceptual framework in the discussion of economics, history, religion, and social life. Such a viewpoint distorts the presentation of African life and invites negative comparisons to western life. African materials should present the African perspective and values and avoid overgeneralization about this very diverse continent. Many of the available books are fiction or folklore for which there are additional considerations: the authenticity and provenance of the tale; and human dignity in characterization, dialog, and plot. A selected list of new materials is appended. (Author/SL)

ED 107 263 IR 002 003

Losse, Robert M., Jr.
A Selective Bibliography of Commercial Radio and Television Engineering.

EBR Press, Shorewood, Wis.

Pub Date 75

Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Bibliographies, *Commercial Television, Electronics, Engineering Technology, Guides, Literature Reviews, Mass Media, *Media Research, *Media Technology, *Radio Technology, Video Equipment

A selective bibliography of materials published in the area of commercial radio and television engineering covers relevant areas as well as some described as peripheral including lighting, management, and microwave transmission theory. Reference materials are grouped alphabetically by case studies, circuits, current awareness services, dictionaries, polyglot dictionaries, directories, electronic components data, encyclopedias, filmstrips, government publications, guides, handbooks, manuals, motion pictures, papers, serials, servicing manuals, standards and specifications, study guides, substitution handbooks and yearbooks. (SK)

ED 107 264

IR 002 004

Clague, P.

SDI Investigation, 1967-1969. Volumes 1-5.

Institution of Electrical Engineers, London (England).

Report No.—INSPEC-R-71/6

Pub Date 71

Note—1,000p.; Each volume is approximately 200 pages long

Available from—INSPEC, The Institution of Electrical Engineers, Savoy Place, London, W.C.2, England (\$30.00)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Computers, Electricity, Evaluation, Indexing, Information Needs, *Information Retrieval, *Information Services, Information Systems, Information Utilization, Investigations, *Library Reference Services, Physics, Pilot Projects, Program Evaluation, Relevance (Information Retrieval), Thesauri, *Use Studies

Identifiers—Electrotechnology, England, INSPEC, International Information Service Physics Elect, SDI, *Selective Dissemination of Information

The investigation of the performance, economics, and acceptability to users of the selective dissemination of information (SDI) computer system that supported the International Information Service in Physics, Electrotechnology, Computers, and Control (INSPEC) during its initial testing phase is described. The initial design of the study, involving the setting up of regular weekly SDI service to some 600 users, is presented and is followed by evaluative information on the system's strengths and limitations. Extensive user and system performance data are included. (DGC)

ED 107 265 IR 002 005

Ruthstein, Joel S. Hacker, Betty

Using the Morgan Library; a Tour and Exercise.

Colorado State Univ., Ft. Collins. Libraries.

Pub Date May 75

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Activity Units, Catalogs, College Students, Higher Education, *Independent Study, Indexes (Locators), *Library Instruction, *Library Skills, *Orientation Materials, Questionnaires, Subject Index Terms, University Libraries

Identifiers—Colorado State University, Morgan Library

For the past two years, the Morgan Library at Colorado State University has made use of self-guided exercises to orient new students to the physical layout of the library and to teach them about basic tools and methods of library research. Students may choose from instructional units on different topics, but all have the same format. Each requires the student to conduct a hypothetical literature search, making use of the card catalog and periodical indexes, then locate the appropriate materials on the shelves. Test questions throughout the unit gauge the student's progress. This report contains three sample units on the topics of moving pictures, rock music, and sexism in education. The questionnaire used by students to evaluate the units is appended. (SL)

ED 107 266 IR 002 006

New Hyde Park Public Library; A Study.

Nassau Library System, Garden City, N.Y.

Pub Date May 75

Note—84p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Community Involvement, Facility Utilization Research, Library Circulation, Library Collections, Library Expenditures, *Library Services, Library Standards, Library Technical Processes, *Program Descriptions, *Public Libraries, Public Relations, Statistical Data, Tables (Data), *Tax Support, *Use Studies

Identifiers—*New Hyde Park Public Library, New York

In the fall of 1974, the Nassau County Library System conducted a study of the New Hyde Park Public Library at the request of that library's directing board. Relevant documents and statistics were reviewed, building usage was studied, and the library staff and community organizations were questioned. The library was analyzed in terms of the population it served; the

operations of its directing board; its standards, collections, service program, and physical plant; its technical processes; and its public relations program. Because jurisdictional confusion presently existing results in double taxation and duplicated library service for the community, the study recommended that the New Hyde Park Public Library be closed. However, an option for continued operations with improved service was also outlined. The appendixes to this report describe the study instruments and methods. (SL)

ED 107 267 IR 002 008

Basic Rules of Alphabetical Sequence Simplified.

Saint Michael's Coll., Winoski, Vt. Library.

Pub Date Mar 75

Note—8p.

Available from—St. Michael's College Library, Winoski, Vt. 05404 (\$0.25)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Alphabetizing Skills, Cataloging, *Catalogs, File Clerks, *Filing, *Guidelines, Information Storage, *Library Technical Processes, Modern Languages

As developed by the nonprofessional staff of St. Michael's College Library, Basic Rules of Alphabetic Sequence Simplified (BRASS) is a refined system of alphabetic filing for library card catalogs. It is designed to be a concise set of principles, consistently applied, making it therefore faster than other standard filing systems. BRASS consists of 12 rules, each illustrated by specific examples. Rules cover basic alphabetization, including foreign words, numerals, abbreviations, and acronyms; interfiling of types of entries; variant spellings; subfiling of identical entries, added entries, and multiple editions; and filing of cross references. (Author/SL)

ED 107 268 IR 002 009

Walkmeyer, John E., Jr. And Others

Market Scenarios and Alternative Administrative Frameworks for U.S. Educational Satellite Systems. Memorandum No. CG-75/2.

Washington Univ., St. Louis, Mo. Center for Development Technology.

Spons Agency—National Aeronautics and Space Administration, Washington, D.C.

Report No.—WU-CDT-M-CG-75-2

Pub Date Apr 75

Note—170p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Career Education, *Communication Satellites, Correctional Education, *Cost Effectiveness, Delivery Systems, Early Childhood Education, *Educational Television, Elementary Education, *Futures (of Society), Higher Education, Information Networks, Migrant Education, *Organization, Secondary Education, Special Education, Telecommunication, Vocational Education

Identifiers—EDSAC, Educational Satellite Consortium, *Educational Satellites, Project Out Reach, Public Broadcasting, Scenarios, SKYNET

Intended as a framework for analysis of the costs and benefits of developing an operational educational satellite system in the United States, this memorandum presents a series of scenarios of potential applications together with alternative organizational arrangements to support them. The number of satellite channels (25) and the number of ground terminals (up to 50,000-70,000) that might be required to serve various educational sectors are estimated. The market scenarios described include (1) public broadcasting; (2) early childhood education; (3) elementary and secondary education; (4) career and vocational/technical education; (5) adult education; (6) higher education; (7) special education including migrants, correctional institutions and the handicapped; and (8) computer and information services. Alternative administrative frameworks included for illustrative purposes are (1) Project Out-Reach; (2) Educational Satellite Consortium (EDSAC)—both of which are already in operation—together with (3) SKYNET, a proposed commercial satellite system to serve users in and out of education; and (4) PILOT, a government owned and operated system that would provide bulk quantities of satellite channel time to private sector telecommunications organizations. (DGC)

ED 107 269

Data: Its Use, Organization and Management.

Proceedings of the Regional Conference of the Association for Computing Machinery, San Francisco, California, April 17-18, 1975.

Association for Computing Machinery, New York, N.Y.

Pub Date May 75

Note—223p.

Available from—Mail Room, Boole and Babbage, Inc., 850 Stewart Drive, Sunnyvale, California 94086 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Computer Programs, *Computers, Computer Science, Computer Storage Devices, Conference Reports, *Data, Data Analysis, *Data Bases, *Data Processing, Information Processing, Information Retrieval, Information Storage, Information Systems, Networks, On Line Systems, Programming Languages, State of the Art Reviews, Time Sharing

The papers and discussions of the 1975 Pacific Region meeting of the Association for Computing Machinery are presented. Topics included (1) the current and emerging state of the art in data management software and hardware, (2) relational systems with particular attention to new developments in systems for relational data bases, (3) advances in data management techniques including optimization techniques and procedures for structuring and translating data, (4) data management applications, (5) data base languages, (6) approaches to the analysis and display of data, (7) data base administration, (8) the management of data security, and (9) recent developments in data communication networks. (DGC)

ED 107 270 IR 002 012

Sakamoto, Takashi

Present State of Technological Innovation in Higher Education of Japan.

Tokyo Inst. of Tech. (Japan).

Pub Date Mar 75

Note—22p.; Reprint of the Tokyo Institute of Technology No. 130; Report of the Division of Humanities No. 2; Paper presented at the International Congress of Applied Psychology (18th, Montreal, Quebec, August 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Audiovisual Aids, Broadcast Television, Educational Development, Educational Research, Educational Resources, *Educational Technology, Educational Television, *Higher Education, *Innovation, Instructional Media, Radio, State of the Art Reviews, *Technological Advancement, Telecommunication

Identifiers—*Japan, Tokyo Institute of Technology

The scope, history, and effects of technological innovation in higher education in Japan, with particular attention to Tokyo Institute of Technology, are explored, and the developments leading to the present state of the technology are reviewed. An overview of the current status includes a listing of institutions with audiovisual equipment, a description of educational technology used in various colleges and universities, and plans for the University of the Air. Tokyo Institute of Technology's project on closed circuit television and a response analyzer are described, along with the studies of educational technology and its effects by the Center for Research and Development of Educational Technology. Obstacles to faster and further development of educational technology are identified. (SK)

ED 107 271 IR 002 013

Slater, Margaret

Short Course Assessment and Evaluation in the Library/Information Field. Aslib Occasional Publication No. 15.

Association of Special Libraries and Information Bureaux, London (England).

Pub Date 74

Note—66p.

Available from—Aslib, 3 Belgrave Square, London SW1X 8PL, England (5 English pounds); Chicorel Library Publishing Co., 330 West 58th Street, New York, New York 10019

Document Not Available from EDRS.

Descriptors—*Course Evaluation, Data Analysis, Definitions, Evaluation, Evaluation Methods, *Information Science, Libraries, Library Associations, *Library Education, Library

Science, Library Surveys, Program Evaluation, *Questionnaires, Self Evaluation, *Short Courses, Student Evaluation, Teacher Evaluation
Identifiers—England, London

Because the information/library field in and around London seems well-provided with short courses covering a wide range of topics of presumed interest to people working in this field, a project was undertaken to design and test measures for assessing short courses and to explore the possibility of applying evaluation measures to such courses. Basic evaluative terms are defined, and trends in the organization, attendance, and evaluation of short courses are summarized. The bulk of the document consists of a variety of forms designed for lecturer feedback, attendee assessment, and attendee evaluation, along with an analysis of the completed forms. (KKC)

ED 107 272 IR 002 014

Wood, Jean, Ed.

College of Education Libraries and Higher Education. Selected Papers Delivered at DES/ATCDE/LA Joint Conference Held at the Windermere Hydro, Bowness-on-Windermere, Westmorland, 16th to 19th October 1973.

Association of Teachers in Colleges and Departments of Education, Bristol (England). Library Section.

Pub Date 74

Note—63p.

Available from—A.T.C.D.E. Library Section, R. James, Library, College of St. Matthias, Fishponds, Bristol BS 16 2JJ, England (\$1.25 English pounds)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*College Libraries, Conference Reports, Conventional Instruction, Costs, *Educational Change, Educational Resources, Educational Technology, Facility Expansion, Facility Requirements, *Higher Education, Learning Processes, Library Cooperation, *Library Facilities, *Library Role, Library Standards, Schools of Education

Identifiers—Great Britain

Seven papers are presented from a conference where librarians and their nonlibrarian colleagues met to discuss the problems facing college libraries in the present period of change in British higher education. Papers discuss the role and responsibilities of the library in relation to conventional and alternative instructional methods and the significance of learning resources in the reorganization of higher education. Costs, standards, and the cooperative efforts of the libraries of polytechnics, schools of education, and universities are reviewed. Finally, two papers deal with the design of library facilities and with construction and expansion programs, using as examples the building programs at the Cardiff and Worcester Colleges of Education. (SL)

ED 107 273 IR 002 015

Thompson, Gayle And Others

Subject Classification.

American Newspaper Publishers Association Foundation, Washington, D.C.

Pub Date Jun 74

Note—20p.; Paper presented at the Annual Meeting of the Special Library Association (Toronto, Canada, June 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Case Studies, Conference Reports, Filing, Guidelines, *Indexes (Locators), *Indexing, Library Automation, Library Technical Processes, *Newspapers, Program Descriptions, *Special Libraries, *Subject Index Terms

Identifiers—Newspaper Clipping Files

Three newspaper librarians described how they manage the files of newspaper clippings which are a necessary part of their collections. The development of a new subject classification system for the clippings files was outlined. The new subject headings were based on standard subject heading lists and on local need. It was decided to use a computer printout format, since this was relatively inexpensive and allowed for easy updates. The system began with the newspapers of January 1, 1974, the old clipping files being left as they were. The librarian at the Denver (Colorado) "Post" discussed the problems of updating the subject headings of a clippings file—headings which must change

frequently to accommodate new names and concepts as they appear in news stories. Under the supervision of an index editor, a standard procedure was outlined for the daily revision of the subject headings in the "Post's" clipping files. Day-to-day file revision and correction procedures from the Milwaukee (Wisconsin) "Journal and Sentinel" were described. The question-and-answer period which followed these three presentations is transcribed. (SL)

ED 107 274 IR 002 016

Oppendahl, Alison And Others
Will Microfilm and Computers Replace Clippings?
American Newspaper Publishers Association
Foundation, Washington, D.C.
Pub Date Jun 74

Note—18p; Paper presented at the Annual Meeting of the Special Library Association (Toronto, Canada, June 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Automation, Computer Output Microfilm, Computer Science, *Electronic Data Processing, Indexing, Information Networks, *Information Processing, *Information Retrieval, Information Storage, Information Systems, *Library Automation, Library Reference Services, Microfilm, Microfilm, *Newspapers, Regional Cooperation, Speeches, Technology

Identifiers—ACCESS, ANCIRS, Miracode

Four speeches are presented, each of which deals with the use of computers to organize and retrieve news stories. The first speech relates in detail the step-by-step process devised by the "Free Press" in Detroit to analyze, categorize, code, film, process, and retrieve news stories through the use of the electronic film retrieval system, Miracode, designed by Eastman Kodak. The second speech discusses the idea of a regional newspaper library which would employ the paper tape used to produce a newspaper to index by computer that day's news stories and to provide a computer-produced microfilm for mounting in member papers' retrieval devices. The third speech discusses the Automated News Clipping, Indexing and Retrieval System (ANCIRS) which uses a minicomputer to control a very high speed microfiche retrieval terminal so that any piece of morgue copy is available to the viewer in approximately four seconds on the Image Systems terminal. The fourth speech concerns the development of a new, automated computer-assisted system, ACCESS, now in use by the "Chicago Daily News" and "Chicago Sun-Times" Editorial Library. (KKC)

ED 107 275 IR 002 017

Trivedi, Harish
An Alternative System of Subject Classification for Media Libraries.

American Newspaper Publishers Association
Foundation, Washington, D.C.
Pub Date Jun 74

Note—14p; Paper presented at the Annual Meeting of the Special Library Association (Toronto, Ontario, June 9-13, 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Cataloging, *Classification, *Filing, Information Storage, Library Technical Processes, *Newspapers, *Special Libraries, Speeches

Identifiers—Dayton Journal Herald, *Newspaper Clipping Files, Ohio

Since an alphabetically arranged newspaper clipping file often separates those items which should be together, a classified system would be more useful in a newspaper library. The system used at the "Dayton (Ohio) Journal Herald" is based on major categories numbered 1-100, with related items in proximity. Subdivisions are provided by adding letters from a to z, with some letters retaining the same value in all categories. For example, "a" stands for a general file and "r" for research. In addition to the subject file, other files can be grouped to include living and dead personalities and foreign countries. Alphabetical and numerical lists of subject categories are provided, along with a miscellaneous subject list and directions for processing newspaper clippings. (LS)

ED 107 276 IR 002 020

Fingland, Geoffrey And Others
Library Files: Open or Closed to Readers?
American Newspaper Publishers Association
Foundation, Washington, D.C.
Pub Date Jun 74

Note—17p; Paper presented at the Annual Meeting of the Special Library Association (Toronto, Ontario, June 9-13, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Conference Reports, *Information Retrieval, Information Storage, *Library Circulation, *Library Collections, Library Reference Services, Library Services, Microforms, *Newspapers, Special Libraries

Identifiers—*Newspaper Clipping Files

At a Newspaper Division meeting of the Special Libraries Association four newspaper librarians presented the pros and cons of closed clipping files. The major point in favor of closed files was that they are not as subject to loss and misfiling as are openfiles. However, with closed files close communication is needed between librarian and reporter in order to provide reporters and feature writers with the most relevant information. It was noted that at some newspaper libraries the lack of staff dictates open files, which makes eliciting the cooperation of reporters in signing out and returning files very important. Other libraries try to provide a research service as well as information retrieval functions. The discussion following the formal presentation covered problems of overdue materials, circulation methods, copying policies, photo files, and microforms. (LS)

ED 107 277 IR 002 021

Scofield, James
Information Service.
American Newspaper Publishers Association
Foundation, Washington, D.C.
Pub Date Jun 73

Note—20p; Paper presented at the Annual Meeting of the Special Library Association (Pittsburgh, Pennsylvania, June 10-14, 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Conference Reports, Fees, *Information Services, Information Sources, Libraries, Library Reference Services, *Newspapers, Police, *Special Libraries

Identifiers—FBI, Federal Bureau of Investigation, Internal Revenue Service, IRS, *Public Access
Newspaper librarians discussed the public use of their newspapers' libraries. Policies run the gamut from well-staffed public information services, within or outside the newspaper library, to no service at all to those outside the staff of the paper. Problems of dealing with tax and law enforcement agencies were covered, as well as cooperative programs, copy charges, annual fees to outside organizations, and other charges. (LS)

ED 107 278 IR 002 022

Hill, Joy And Others
Photo Storage and Retrieval.
American Newspaper Publishers Association
Foundation, Washington, D.C.
Pub Date Jun 73

Note—32p; Paper presented at the Annual Meeting of the Special Library Association (Pittsburgh, Pennsylvania, June 10-14, 1973)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Computers, Conference Reports, Electronic Data Processing, Filing, Illustrations, Indexing, Information Retrieval, Information Storage, *Library Material Selection, *Library Technical Processes, Microforms, *Newspapers, *Photographs, Photography, Reprography, Special Libraries, Speeches, Subject Index Terms

In four conference presentations newspaper librarians presented information about their photograph storage and retrieval operations. They discussed picture sources, selection and weeding, picture evaluation, picture quality, ways photos are used, filing methods, source books for illustrative material, file subject coding, ways of dealing with other newspaper staff members, photograph copying methods and technology, and labeling. Subjects which arose during a question and answer period included costs, personnel, oversize pictures, picture files in the library versus picture files in the newspaper's other depart-

ments, map files, microfilmed photo collections, electronic systems, and possibilities for computerized image storage. A bibliography on picture storage and retrieval is included, along with a list of illustration books. Two examples of photo subject headings with subheadings are provided, one on President Nixon and one on Vietnam. (LS)

ED 107 279 IR 002 023

Lawson, Louise Gail
History of Books/Joels Project: Akron Public Library, July 1, 1968 through June 30, 1972.
Pub Date Aug 73

Note—108p; Master's Thesis, Kent State University

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Employment, Employment Practices, Films, Filmstrips, Job Applicants, *Library Programs, Library Services, *Outreach Programs, Program Descriptions, Public Libraries, Sensitivity Training, State Libraries, *Unemployed, *Unemployed

Identifiers—BOOKS JOBS Project, *Library Services and Construction Act, LSCA, Ohio, Summit County

A history is given of the Ohio BOOKS/JOBS Project (funded by the Library Services and Construction Act, Title I through the State Library of Ohio) as represented by Akron Public Library's participation in this project from July 1, 1968 to June 30, 1972. Included are background, description, and statistical data on the five distinct work projects of the BOOKS/JOBS Project: the Ohio Steering Committee; the Summit County Steering Committee; the Pilot Project for Summit County (July 1, 1968-June 30, 1969); the Continuation Project (July 1, 1969-June 30, 1970); and the Training and Sensitivity Project (July 1, 1970-June 30, 1972). These programs used mainly films and filmstrips to give service and information to the unemployed and underemployed, both directly and through employers and community agencies. Since films on job-seeking were found to be oriented to the middle class, films on black history and culture and sensitivity training were emphasized during the later stages of the project. (Author/LS)

ED 107 280 IR 002 024

Grosch, Audrey N.
Current and Retrospective Sources of Machine Readable Monograph Cataloging Records: A Study of Their Potential Cost and Utility in Automated System Development at the University of Minnesota.

Minnesota Univ., Minneapolis. Univ. Libraries.

Pub Date Mar 75

Note—56p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Bibliographic Citations, *Cataloging, Computers, Cost Effectiveness, Data Bases, Indexes (Locators), Information Retrieval, Information Storage, *Information Systems, *Library Automation, Library Technical Processes, *On Line Systems, Union Catalogs, *University Libraries

Identifiers—File Conversion, Machine Readable Cataloging, *MARC II, Minicomputers, Twin Cities, University of Minnesota

Alternative approaches to the building of monographic bibliography files for an on-line data management system using minicomputers at the University of Minnesota Libraries' Twin Cities Campus center are described. Secondary and primary sources of the Machine-Readable Cataloging (MARC) II records are considered—including Blackwell-North America, Information Dynamics Corporation, BIBNET, and the Ohio College Library Center (OCLC)—as potential sources of retrospective and current MARC II records. File overlap comparisons and a sample of the University of Minnesota Libraries, Twin Cities Campus Union Catalog are included. In addition, methods of partial retrospective conversion and costs of using other bibliographic files in machine readable form are presented—specifically the University of Chicago Library, the University of California at Berkeley, and the New York Public Library Research Libraries file. Cost-effectiveness analyses of the various alternatives are presented. (Author/DGC)

ED 107 281 IR 002 026

Nitecki, Joseph Z., Comp.
RLMS Micro-File: Current State of Catalog Card Reproduction.

American Library Association, Chicago, Ill.
Reproduction of Library Materials Section.

Pub Date 73

Note—233p.; For a related document see IR 002 027

Available from—The Library of Congress, Photoduplication Service, Department C-195, Washington, D.C. 20540 (\$23.50 for electrostatic positive print; \$7.50 for microfiche)

Document Not Available from EDRS.

Descriptors—*Catalogs, *Library Technical Processes, *Photographic Equipment, *Reprography

Identifiers—*Catalog Card Reproduction, Copy Cat Camera, MTST, Olivetti Enlarging Copier

Intended as a working tool for the administrators of library reprographic processes, this compilation includes 22 papers dealing with the technology of card reproduction for library catalogs. Among the reproduction devices discussed are the Copy Cat camera, the Cataloger's Camera, the Olivetti Enlarging Copier, and the IBM Magnetic Tape Selectric Typewriter (MT/ST). A continuing series of communications on techniques, equipment, and problems related to various phases of reproduction of library materials is planned. (Author/PF)

ED 107 282

IR 002 027

Nietcki, Joseph Z., Comp.

RLMS Micro-File: Current State of Catalog Card Reproduction. Supplement 1.

American Library Association, Chicago, Ill.
Reproduction of Library Materials Section.

Pub Date 74

Note—104p.; For a related document see IR 002 026

Available from—The Library of Congress, Photoduplication Service, Department C-195, Washington, D.C. 20540 (\$10.00 for electrostatic positive prints; \$3.50 for microfiche)

Document Not Available from EDRS.

Descriptors—*Catalogs, *Computer Output Microfilm, *Costs, *Library Technical Processes, *Photographic Equipment, *Reprography

Identifiers—*Catalog Card Reproduction, ITEL Automated Typing System, Knoxville, Library of Congress, University of Hawaii, University of Tennessee

Nine papers on various aspects and methods of catalog card reproduction are included in this supplement. Many reports include cost analyses and comparisons. A lengthy paper describes the history and the present use of technology of the Library of Congress card production operations. Other reports cover offset press and computer output microfilm methods as used in the University of Hawaii, an ITEL automated typing system, and an application of the card-master enlarger system as used at the University of Tennessee in Knoxville. (Author/PF)

ED 107 283

IR 002 029

Yavarkovsky, Jerome Haas, Warren J.

The Columbia University Management Program.
Pub Date Nov 74

Note—10p.; Paper presented at the General Council Meeting of the International Federation of Library Associations (40th, Washington, D.C., November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Administrative Organization, Case Studies, Higher Education, *Library Planning, Management, *Organizational Change, Personnel Needs, *Program Development, Staff Utilization, *University Libraries

Identifiers—*Columbia University, IFLA 74, Library Administration, Participative Management

In 1971, a management consulting firm undertook a case study of the Columbia University libraries to improve library performance by reviewing and strengthening the organization and recasting staff composition and deployment patterns. To implement the study's recommendations, an administrative structure was proposed which would emphasize functional relationships and take full advantage of subject and operational specialties among the staff. The final report of the study was thoroughly reviewed by library staff of all levels, and opportunities were provided for staff input. Because the study recommendations were not detailed enough to permit direct implementation, a preimplementation planning process was conceived to proceed in three discrete but interrelated phases concerned

with organization, staffing, and operations. With this basis, the library's on-going program of operational planning is taking place in the context of a fully documented organization. Each operating unit and position is fully defined, and a program accounting budget has been developed to provide additional data. The new organization is the starting point for the evolutionary change which the management study and restructuring were intended to permit. (Author/SL)

ED 107 284

IR 002 030

Monroe, Margaret E. Rubin, Rhea

Bibliotherapy: Trends in the United States.

Pub Date Nov 74

Note—13p.; Paper presented at the General Council Meeting of the International Federation of Library Association (40th, Washington, D.C., November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Bibliotherapy, Counseling, *Emotionally Disturbed, Ethics, *Helping Relationship, Institution Libraries, *Librarians, *Mental Health, Public Libraries, Research Reviews (Publications)

Identifiers—IFLA 74

The concept of bibliotherapy covers both the normal activity of librarians in suggesting books to readers, and the therapeutic adjunct in medicine and psychiatry where reading is used in diagnosis or other specific phases of therapy. Mental hospitals have been the prime locale for the practice of bibliotherapy in the United States and Europe, but public and school librarians have long practiced it as an unobtrusive form of counseling or guidance. The clients serviced by these types of libraries can be classified into two groups: (1) emotionally ill and (2) the normal individual who is facing a major life task. Bibliotherapy has utility with both groups. The role of the librarian is that of a book specialist with an informed layman's knowledge of human problems and psychology. This is sufficient for those working with normal clients, but in service to the emotionally ill the team approach—including the physician, psychiatrist, or counselor—is essential. The relationship of bibliotherapist to client is a delicate one. Personal maturity, wide knowledge of literature, and specific training in psychology are essential; anything less opens the client situation to possible coercion or abuse. (Author/SL)

ED 107 285

52

IR 002 031

Gee, Gerald M.

Urban Information Needs: A Replication. A Report of the Syracuse/Elmira Study.

Syracuse Univ., N.Y. Center for the Study of Information and Education.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Bureau No—BR-2-1301

Pub Date 74

Grant—OEG-0-72-5405

Note—175p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—City Planning, City Problems, Community Information Services, *Information Needs, Information Scientists, Information Seeking, *Information Services, Information Sources, Search Strategies, *Surveys, *Urban Culture, Urban Population

Identifiers—Elmira, New York, Syracuse

To determine the information needs of residents of small- and medium-sized cities in the manner previously used for large cities in Baltimore, a multistage survey was conducted of randomly-selected households in Syracuse and Elmira, New York. An information need was defined as "a problem or question recognized by an individual for which either information or services are needed." A detailed questionnaire was administered by trained interviewers to elicit how individuals perceived their needs and how certain population subgroups perceived needs. Findings are summarized in terms of general topic areas of concern, frequency of mention, and whether the response was aided or unaided. In general, findings replicated those of the Baltimore study that "the average U.S. urban resident is suffering from a large and ever-growing information crisis." Recommendations for further information-needs studies are included. Appendixes include the sample design, field procedures, and questionnaire. (SK)

ED 107 286

IR 002 032

Withers, F. N.

Standards for Library Service: An International Survey.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—421p.; Documentation, Libraries and Archives; Studies and Research No. 6 Available from—UNIPUB, Inc., P. O. Box 433, New York, New York 10016 (\$12.95)

Document Not Available from EDRS.

Descriptors—Cross Cultural Studies, International Programs, Library Associations, Library Planning, *Library Services, *Library Standards, *Library Surveys, *Models, National Libraries, *National Surveys, Policy Formation, Public Libraries, School Libraries, Special Libraries, Surveys, University Libraries

This survey of recommended standards for library service in some 20 countries starts with national libraries; covers libraries in universities and colleges, special libraries, and public libraries; and concludes with school libraries. Within the chapters on each type of library, countries are considered separately. Abstracts are given of the standards compiled in each country by commissions, government agencies, and/or library associations. Standards generally cover staff, services, quantities of materials, physical plant, and finances. From this survey, a framework of model library standards has been drawn for the purpose of aiding developing nations. (Author/SL)

ED 107 287

52

IR 002 033

Rouse, William B. And Others

A Mathematical Model of the Illinois Interlibrary Loan Network: Project Report Number 2.

Illinois Univ., Urbana. Coordinated Science Lab. Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Report No—UILU-ENG-75-2209

Pub Date Mar 75

Note—56p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Costs, *Interlibrary Loans, Library Automation, Library Circulation, *Library Networks, Library Research, Library Services, Library Technical Processes, *Mathematical Models, Operations Research, *Simulation, State Libraries, State Programs, Systems Analysis, Union Catalogs

Identifiers—ILLINET, *Illinois Library and Information Network

The development of a mathematical model of the Illinois Library and Information Network (ILLINET) is described. Based on queueing network theory, the model predicts the probability of a request being satisfied, the average time from the initiation of a request to the receipt of the desired resources, the costs, and the processing loads. Using a hypothetical network, two sets of operating policies are analyzed: those emphasizing minimum delay and those that maximize the probability of successfully meeting user requests. Cost constraints and value judgements about tradeoffs between delays and the probability of satisfying user requests are considered in the context of network operating policies. The impact of union listings of holdings, automated circulation at the individual libraries, and computer-controlled networks is analyzed. Future plans for network modeling together with the equations used in the network simulation are also presented. (DGC)

ED 107 288

95

IR 002 034

A Short Bibliography on Library/Media Leadership.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Note—50p.

Available from—Box E. School of Education, Stanford University, Stanford, California 94305 (Microfiche ONLY, \$0.50 to cover postage and handling)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Communications, Instructional Materials Centers, *Leadership, *Leadership Qualities, Leadership

Styles, *Librarians, Libraries, Management, Management Development, *Media Specialists Identifiers—*Library Administration

Prepared for distribution at the 1975 Annual Convention of the Association for Educational Communications and Technology, this bibliography was assembled from the Current Index to Journals in Education (CIJE) and Resources in Education (RIE) computer files of the Educational Resources Information Center (ERIC). Annotated CIJE and RIE entries relating to library and media leadership are provided together with information on how to read the computer-generated citations. Procedures for ordering ERIC documents and a directory of ERIC microfiche collections are included. In addition, a listing of professional organizations in the field of libraries and media and a selective listing of their publications are provided. (DGC)

ED 107 289 IR 002 036

Wilman, H. Hall, Angela M.
An Experiment in the Batch Processing of Retrospective Searches.

Institution of Electrical Engineers, London (England).

Report No.—INSPEC-R-73-13

Pub Date Feb 73

Note—38p.

Available from—INSPEC Reports, The Institution of Electrical Engineers, Savoy Place, London WC2, England (\$3.12)

Document Not Available from EDRS.

Descriptors—Abstracts, Bibliographic Citations, Bibliographic Coupling, *Computer Oriented Programs, Computers, *Indexes (Locators), Information Processing, *Information Retrieval, Information Seeking, Information Services, Information Systems, Library Reference Services, Library Science, *Periodicals, Relevance (Information Retrieval), *Sciences, Search Strategies

Identifiers—England, *INSPEC

A series of five runs comprised of 20 searches each were carried out in a three-year span of the INSPEC data base. The same queries were processed manually in the corresponding volumes of Science Abstracts, and comparison of the output of each search method exposed reasons for the failures. Emphasis is laid on the fact that a query comprises other factors in addition to its subject matter and means of satisfying these criteria automatically are discussed. The more flexible nature of the manual searches is examined in detail with a view to improving the flexibility of the computer searches. (Author/DGC)

ED 107 290 IR 002 037

Evans, L.

Optimum Degree of User Participation in SDI Profile Generation.

Institution of Electrical Engineers, London (England).

Report No.—INSPEC-R-73-12

Pub Date Jan 73

Note—43p.

Available from—INSPEC Reports, The Institution of Electrical Engineers, Savoy Place, London WC2, England (\$2.50)

Document Not Available from EDRS.

Descriptors—Data Bases, Evaluation, Indexing, *Information Needs, *Information Retrieval, Information Systems, *Information Utilization, Library Reference Services, Participation, *Relevance (Information Retrieval), Thesauri, *Use Studies

Identifiers—INSPEC, International Information Service Physics Elect, SDI, Selective Dissemination of Information, *User Profiles

A study was conducted of the International Information Service in Physics, Electrotechnology, Computers, and Control (INSPEC) selective dissemination of information (SDI) user profile generation. Five degrees of user involvement in the generation of profiles were investigated ranging from having the user provide only a statement of subject interests to making the user completely responsible for the profile compilation and modification. It was found that the more deeply involved the user was in the profile development process, the better the performance of INSPEC for the recipient. Moreover, the profiles developed by individual users tended to be longer, contained more complex logic, and were modified more often than in cases where the user only stated subject interests. It was concluded

that users of the INSPEC system should be encouraged to participate directly in the compilation of their profiles and that INSPEC should support training courses toward that end. (Author/DGC)

ED 107 291 IR 002 038

Michael, Mary Ellen Encarnacion, Leticia

An Evaluation of the El Centro de la Causa Library and Information Center: August 1973 through July 1974. Final Report.

Illinois Univ., Urbana. Library Research Center.

Spons Agency—Chicago Public Library, Ill.

Pub Date Sep 74

Note—89p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Community Attitudes, Community Surveys, Evaluation, Evaluation Methods, *Information Centers, Information Seeking, Libraries, Library Services, Library Surveys, Mexican Americans, Outreach Programs, *Public Libraries, *Spanish Speaking, *Use Studies Identifiers—*Chicago Public Library, El Centro De La Causa, Telephone Surveys

An evaluation of Chicago's El Centro de la Causa Library and Information Center was undertaken by the University of Illinois Library Research Center in 1974. Evaluation methods included: (1) a survey of user and nonuser characteristics and attitudes concerning library services; (2) a survey of the needs and information-seeking behavior of people who visited the library; and (3) an analysis of the resources of the library, services offered by library personnel, and in-house user of materials, equipment, and facilities by children and adults. Recommendations for improvement of services to the community are included in the report together with sample questionnaires and data collection forms. (DGC)

ED 107 292 IR 002 040

A Planning Study for the Conversion of Recorded Books and Magazines from Rigid Discs to Cassettes and Flexible Discs. Final Report.

Innovative Systems Research, Inc., Pennsauken, N.J.

Spons Agency—Library of Congress, Washington, D.C. Div. for the Blind and Physically Handicapped.

Pub Date 13 May 75

Note—202p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS

POSTAGE

Descriptors—Blind, Cost Effectiveness, Library Collections, Library Planning, Library Services, *Magnetic Tape Cassettes, *Media Research, Media Selection, National Libraries, *Phonograph Records, Physically Handicapped, *Talking Books, *Use Studies

Identifiers—Division for the Blind and Physically Handicapped, *Flexible Discs, Library of Congress

Twelve different conversion plans were delineated and evaluated in the performance of this study effort. An indepth technical, financial, and cost/benefit analysis was included. One plan was determined to be distinctively more cost-effective than any of the other plans because it provided a technically feasible system that assured the maximum service capability at the optimum budget level and the minimum costs for the capability provided. This plan would increase the reader population at a rate of 20 percent per year toward a goal of 2.25 million readers. The plan included revised talking book machines, revised cassette book machines, and combination machines. Seven technical recommendations and five administrative recommendations are given for implementation of the conversion plan. (Author/PF)

ED 107 293 IR 002 041

Donahue, Barbara

The Mentally Retarded Enjoy Libraries Too.

Bowen (A.L.) Children's Center, Harrisburg, Ill.

Pub Date Mar 74

Note—7p.

Journal Cit—Illinois Libraries; Mar 74

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Childrens Books, Childrens Games, Educable Mentally Handicapped, Emotionally Disturbed Children, *Exceptional Children, Institutionalized (Persons), *Institution Libraries, Library Acquisition, Library Collections, Library Material Selection, Library Planning, *Libra-

ry Programs, *Library Services, Media Selection, *Mentally Handicapped, Retarded Children, Special Libraries, Trainable Mentally Handicapped, Volunteers

A two-year federally funded project was designed to improve library service to the Bowen Children's Center, a State Department of Mental Health facility for the mentally retarded in Harrisburg, Illinois. The majority of the residents are 14 to 20 years of age. Visual and sound filmstrips, games, puzzles, visual and tactile materials, cassettes, and records which would interest and entertain while reinforcing skills were purchased. The book collection ranged in difficulty from touch-and-feel and manipulative books and easy books with simple pictures of everyday objects to high-interest/low-vocabulary books. Nonfiction books proved more popular than fiction. At first the library was kept open 8 hours a day, Tuesday through Saturday, and was available to residents whenever they received permission from their aides. Within 6 months an outreach program was developed where the librarian would visit children who were unable to come to the library. Volunteers were used extensively. The hope is that it has been demonstrated that a library is more than a collection of books and that the library and library staff have been accepted by the Bowen Children Center's staff and residents as a necessary and integral part of their institution. (Author/KKC)

ED 107 294 40 IR 002 043

Weisgerber, Robert A. And Others

Educational Evaluation of the Optacon (Optical-To-Tactile Converter) as a Reading Aid to Blind Elementary and Secondary Students. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—AIR-34500-9-74-FR

Pub Date Sep 74

Contract—OEC-0-72-5180

Note—192p.; For a related document see ED 086 204

EDRS Price MF-\$0.76 HC-\$9.51 PLUS

POSTAGE

Descriptors—*Blind, Blind Children, Educational Programs, *Electromechanical Aids, Elementary School Students, Exceptional Child Education, Individual Instruction, Instructional Materials, *Program Evaluation, Research, Secondary School Students, *Sensory Aids, Small Group Instruction, Student Attitudes, Student Teachers, Tactile Adaptation, Teaching Methods, Testing, *Visually Handicapped

Identifiers—*Optacon, Optical To Tactile Converter

Using a stratified sample of 112 pupils in grades 4-12, a 2-year study was undertaken to (1) assess the outcomes of Optical-to-Tactile Converter (Optacon) training when carried out in various teaching arrangements, (2) identify predictors of Optacon success, and (3) observe the effect of Optacon training on student attitudes. In addition to measurement and evaluation, the project also included the development of appropriate instructional materials for training blind elementary and secondary students to read standard inkprint. Analyses of the data suggest that (1) elementary students performed as well as secondary students; (2) the performance of students taught individually was generally as good as that of students taught in groups of three; and (3) the involvement of student teachers under the supervision of a credentialed teacher did not result in lower student performance than in cases where a credentialed teacher was solely responsible for the training. A series of special cases is presented together with recommendations for educators and agencies. Excerpts from the instructional materials developed during the project are also included. (DGC)

ED 107 295 IR 002 044

ARC; Alaska's Resources Challenge. An Attack on Poverty through Knowledge: A Proposal to Demonstrate the Effectiveness of Community Information Aides.

Fairbanks North Star Borough Library, Alaska.

Pub Date 71

Note—104p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Community Information Services, Community Resources, Community Services, *Depressed Areas (Geographic), *Disadvantaged Groups, *Economic Disadvantage, *Information Needs, *Information Services, Interagency Cooperation, Library Services, Poverty Programs, *Volunteers, Volunteer Training

Identifiers—*Alaska, Community Information Aides, Fairbanks, VISTA

To bring intensive information input to Alaskans within poverty groups, an interagency activity is proposed that would employ 12 VISTA volunteers as community information aides with the Fairbanks North Star Borough Library serving as the center for the assembly and generation of information and the dissemination of information through multimedia materials and programs. The background of the program, including economic patterns and barriers to betterment, is outlined and the program objectives are stated. The proposed interrelationship among agencies is detailed. The program for recruitment, supervision and management, and training is detailed, along with resource requirements and the criteria for evaluation. Anticipated local government support is also explained. (SK)

ED 107 296 IR 002 045

Bibliography: Computers in the Mathematics and Science Classroom.

Fremont Union High School District, Sunnyvale, Calif.

Pub Date Jun 75

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Computers, *Computer Science Education, Elementary Education, Games, Instructional Media, *Mathematics Instruction, Periodicals, Programming, *Science Instruction, *Secondary Education, Teacher Education

Identified primarily for teachers, this annotated bibliography lists materials available through various sources for use by the teacher in and out of the classroom. Subject headings under which entries are listed include: (1) professional materials, (2) periodicals, (3) learning to program, (4) mathematics, (5) science, (6) games, and (7) clubs. Both printed and audiovisual materials are listed. (DGC)

ED 107 297 IR 002 046

Media Center Facility Design for Maryland Schools.

Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.

Pub Date 75

Note—41p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Audiovisual Centers, Community Planning, *Design Needs, Educational Planning, Educational Specifications, Elementary Secondary Education, *Facility Guidelines, Facility Inventory, *Facility Planning, *Instructional Materials Centers, Media Specialists, Planning Commissions, *Statewide Planning

Identifiers—*Maryland

To develop a set of guidelines for planning media facilities for Maryland schools, a 10 member state-appointed committee studied media-center design from the vantage points of local agencies, state media organizations, the State Department of Education, public libraries, and construction planners. A set of flexible guidelines for new or renovated centers developed by the committee is presented here. Steps are outlined for assessing the needs and objectives, and a checklist and timetable of planning procedures is provided. Space and design considerations are explained, including minimum space allocation and a checklist of suggested furnishings. The responsibilities of the media supervisor, the building specialist, and the architect in drafting the final plans are listed. A glossary of terms and a bibliography are included. (SK)

ED 107 298 IR 002 048

Brown, John Seely And Others

SOPHIE: A Sophisticated Instructional Environment. Final Report for Period January 1974 through June 1974.

Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.—AFHRL-TR-74-93

Pub Date Dec 74

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Computer Assisted Instruction, Educational Development, *Educational Environment, Educational Improvement, Educational Innovation, Educational Research, *Electromechanical Aids, Instructional Materials, Instructional Media, *Instructional Systems, Instructional Technology, Learning Laboratories, Military Schools, Programmed Instruction, Programming Languages, *Simulation, Teaching Procedures

Identifiers—ARPA Network, *SOPHIE, Sophisticated Instructional Environment

The SOPHIE program, which implements mixed initiative computer-assisted instruction within a simulated electronics trouble shooting training laboratory interaction, has been extended in several ways. The language processor now accepts ellipses and other nonspecific requests and resolves these from dialog context. A help requesting facility has been provided which will suggest possible faults (based on the student's knowledge about the circuit at the time of request) which could explain the symptoms he has observed. The net effect of modifications is that a dialog is much more like a conversation with a very skilled tutor who can infer what a student means, based on a complete interaction session, and respond appropriately. The resulting program can be accessed through the ARPA network of computers. (SK)

ED 107 299 IR 002 049

Bell, T. H.

A New Commitment to Instructional Technology.

Pub Date 21 Apr 75

Note—12p.; Paper presented at the Michigan Association of State and Federal Program Coordinators, Michigan Middle Cities Consortium and Michigan Department of Education Educational Fair (Grand Rapids, Michigan, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Opportunities, Educational Planning, *Educational Television, *Individualized Instruction, *Instructional Innovation, *Instructional Technology, *Small Group Instruction, Speeches, Teaching Techniques, Video Cassette Systems

U.S. Commissioner of Education, T. H. Bell stated that individualized instructional television via videotape cassette is one of the answers to routine tasks in education, but educational leaders have not moved ahead to take advantage of the capability. The system, he said, allows teachers to select the programs they want and use them when they are needed. The cassettes can be stored on the library shelf. One particular application is for instruction of small groups within the classroom. The system is simple enough for any teacher to use and inexpensive to purchase and operate. Although he thought the key to successful learning will continue to be a bright, personable, and dynamic teacher, educators have lacked creative insight in not bringing instructional technology into teaching and learning. (SK)

ED 107 300 IR 002 050

Campbell, Vincent Santos, Janet

Televote: A New Civic Communication System.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Science Foundation, Washington, D.C. RANN Program.

Pub Date Feb 75

Note—29p.; For related documents see ED 095 896 and 897

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Citizen Participation, *Citizenship Responsibility, Communications, *Community Relations, Computer Oriented Programs, Feedback, Government Employees, Information Networks, Innovation, Political Attitudes, Public Officials, Public Opinion, Technological Advancement, Telecommunication, *Telephone Communication Systems

Identifiers—California, San Jose, *Televote

A new method of rapid low-cost communication between government officials and citizens is proposed and outlined. Relevant facts and opposing views on an issue are sent to citizens, who then have a week to express their opinions by dialing a special televoter number which is different for every citizen. Votes are then counted by com-

puter, and results are reported to officials. Costs are said to be about 25 cents per year per adult resident after installation. A description of a sample used by San Jose, California school district is given, along with detailed information on setting up a system, costs, processing votes, and possible applications by other government agencies. A mailing address for more detailed reports and further information are provided. (SK)

ED 107 301 IR 002 051

Glogau, Lillian And Others

Developing a Successful Elementary School Media Center.

Pub Date 72

Note—287p.

Available from—Parker Publishing Co., Inc., West Nyack, New York 10994 (\$8.95)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Audiovisual Centers, Curriculum Development, Educational Planning, *Elementary Education, Elementary School Libraries, *Facility Planning, Facility Utilization Research, Guides, *Instructional Materials Centers, *Instructional Media, Media Selection, Media Specialists, Multimedia Instruction, Teacher Participation

Identifiers—School Media Centers

A three-phase plan for organizing a school media center provides step-by-step instruction on planning, ordering materials, and curriculum implementation. Design of media centers for both existing facilities and new schools are discussed. Topics covered include scheduling the use of media-center time, organizing the curriculum, and involving the teachers in the media center. Methods are described for teaching students to locate, use, and appreciate media materials. A section offers basic information on use and misuse of audiovisual equipment. (SK)

ED 107 302 IR 002 052

Makela, Lee A.

Designing Slide/Tape Self-Instruction; A Focus and Design Session.

Pub Date 24 Apr 75

Note—13p.; Paper presented at the Academic Library Association of Ohio Conference on Bibliographic Instruction (Wooster, Ohio, April 24 and 25, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Autoinstructional Aids, Autoinstructional Methods, Educational Development, Guides, *Instructional Design, *Slides, *Tape Recordings, *Teacher Developed Materials

Identifiers—*East Asian History Course

A historian who has developed autoinstructional tape/slide lectures in East Asian history survey courses describes the steps he has found essential in production, introduces some available production and equipment resources, and points out means to enhance the effectiveness of presentations. Descriptions of his slides and accompanying commentary are given as well as a sequence of essential steps in developing the presentation. Suggestions are made for topic choice and script development. Methods for developing appropriate study aids and building in an evaluation mechanism are included. (SK)

ED 107 303 IR 002 053

Hall, Eugene R. Rizzo, William A.

An Assessment of U.S. Navy Tactical Team Training. Final Report.

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

Report No.—TAEG-R-18

Pub Date Mar 75

Note—88p.; Focus on the Trained Man series

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Evaluation, Instructional Design, Interaction, Learning Processes, *Literature Reviews, *Military Training, Research and Instruction Units, Small Group Instruction, Teaching Methods, *Team Training, Technical Reports, *Training Techniques

Identifiers—TAEG, *Training Analysis and Evaluation Group

A study was conducted to compile resource information for planning regarding Navy tactical team training. The specific objectives were to describe the current status of team training within the fleet; review and evaluate the findings in the technical literature regarding team training; develop and recommend potential solutions to

team training problems. Information required for the study was gathered from two principal sources: Navy units where team training is conducted and the technical literature pertaining to team training. (SK)

ED 107 304 IR 002 055

Randall, G. E.

Budgeting for Libraries.

International Business Machines Corp., Yorktown Heights, N.Y. Thomas J. Watson Research Center.

Pub Date 24 Jan 75

Note—15p.; Paper presented at the American Society for Information Science and Special Libraries Association Janus Seminar (New York, New York, January 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Budgeting, Budgets, *Costs, Data Processing, *Industry, Librarians, Library Automation, *Library Expenditures, Library Materials, Library Planning, Library Technical Processes, Operating Expenses, Reprography, Salaries, *Special Libraries, Speeches

Identifiers—Library Administration

Empirically and rationally derived bases for determining the costs for industrial libraries are suggested. Taken into consideration is the fact that recent accounting procedures and the advent of new technologies have introduced costs into the library budget so that literature and personnel costs may now account for only 75-80 percent of the total. (Author/PF)

ED 107 305 IR 002 056

Phillips, A. Craig

State Education Agencies and the National Institute of Education.

Pub Date 14 Feb 74

Note—8p.; Paper presented at a meeting of the Council of Chief State School Officers (Washington, D.C., February 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational Development, Educational Planning, Educational Research, *Educational Resources, Federal Legislation, *Federal State Relationship, *Information Dissemination, *Information Systems, Information Utilization, Research Tools, *State Departments of Education

Identifiers—Council of Chief State School Officers, *National Institute of Education, NIE

A. Craig Phillips, superintendent of public instruction of North Carolina, declares that a major priority of the National Institute of Education is to collaboratively develop with state education agencies an adequate system of dissemination, diffusion, and adoption of improved practices. The NIE Advisory Panel on Dissemination and Utilization and the CCSO Task Force on NIE have analyzed the situation and made similar recommendations. Three actions must be taken at the federal level to provide legislative authority for combining categorical program funds set aside for dissemination. Two steps are needed at the state level to make a better system a reality. The cooperative efforts should not become a public-relations tool nor a conduit for federally developed information. It must be a system for sharing information about successful educational practices no matter where the practice was developed. (SK)

ED 107 306 IR 002 057

Ehresmann, Donald L.

Fine Arts: A Bibliographic Guide to Basic Reference Works, Histories, and Handbooks.

Pub Date 30 May 75

Note—288p.

Available from—Libraries Unlimited, Inc., P.O. Box 263, Littleton, Colorado 80120 (\$13.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Art, Bibliographies, Dictionaries, Encyclopedias, *Fine Arts, History, *Indexes (Locators), *Reference Books

Identifiers—Africa, *Art History, Europe, New World, Oceania, Orient

Intended as a guide to basic books in art history for general readers and beginning to advanced students, this annotated bibliography identifies works published between 1958 and 1973. Part 1 lists basic reference tools, and part 2 lists basic histories and handbooks of world art history. The classification system used is geography-based and

includes four broad categories: Europe, Orient, New World, and Africa and Oceania. Each is further subdivided into nations and regions. The European section is also divided into major periods and styles. Author, title, and subject indexes are provided together with comments on the state of research in various areas of art history. (DGC)

ED 107 307 IR 002 058

Woodward, Stanley

The American Super-8 Revolution: Guide to Creative Filmmaking in the Classroom.

International Film Foundation, New York, N.Y.

Pub Date 75

Note—10p.

Available from—International Film Foundation, 475 Fifth Avenue, New York, New York 10017

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Audiovisual Aids, Classroom Materials, Educational Development, *Film Production, *Films, *Guides, High School Students, *Instructional Media, Media Specialists, *Media Technology, Teacher Developed Materials, Teacher Guidance

Identifiers—*Super 8mm Films

As a supplement to the film, *The American Super-8 Revolution*, a basic guide is provided to help teachers function in a nondirective way to create a setting which will provide the media-conscious with access to filmmaking. Described are ways to begin media projects, methods of organizing filmmaking activity in the classroom, and a topical list of things to know about super-8 filmmaking. A bibliography and list of recommended films is appended. (SK)

ED 107 308 IR 002 059

Shabowich, Stanley A.

An Approach to Assessment of Quality of a University Library Collection.

Purdue Univ., Hammond, Ind. Calumet Campus Library.

Pub Date 30 Apr 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Books, *College Libraries, Evaluation, *Evaluation Methods, *Library Collections, Library Standards, *Sampling, *Statistical Studies, University Libraries

Identifiers—Books for College Libraries, *Purdue University Calumet Campus

Using "Books for College Libraries" as a standard reference against which to compare the Purdue University Calumet Campus library collection, a quantitative analysis of the library's holdings in various subject areas was done during the 1973-74 academic year. For each of the 65 subject areas selected, randomly chosen entries in "Books for College Libraries" were checked against the library's catalog. Statistically it was inferred that the library's holdings in most disciplines do not compare favorably with the holdings identified as important to a college library. In only five cases were more than 60 percent of the volumes in "Books for College Libraries" subject area samples actually found in the Purdue University Calumet Campus library. (DGC)

ED 107 309 52 IR 002 060

Wheelbarger, Johnny J.

Black Religion: A Bibliography of Fisk University Library Materials Relating to Various Aspects of Black Religious Life.

Fisk Univ., Nashville, Tenn.

Spons Agency—Bureau of Libraries and Educational Technology (DHEW/OE), Washington, D.C.

Pub Date 74

Note—22p.; Project in Internship in Ethnic Studies Librarianship

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—African American Studies, *Bibliographies, Black Community, Books, Churches, Church Workers, Clergymen, *Ethnic Studies, Interviews, Negro Colleges, *Negroes, *Negro History, Phonotape Recordings, Race Relations, *Religion, Tape Recordings

Identifiers—Fisk University, Oral History

Undertaken as a project in the ethnic studies internship program at Fisk University in 1974,

this bibliography identifies materials of potential interest to those studying black religion. Entries are listed under seven categories: (1) black religion, (2) the church and race relations, (3) church and state in relation to black religion, (4) church work, (5) ministers and the ministry, (6) oral history and taped interviews, and (7) audio-tape collections. All items listed are in the Fisk University library. (DGC)

ED 107 310 IR 002 064

Robinson, Richard

The Video Primer: Equipment, Production and Concepts.

Pub Date 74

Note—380p.

Available from—Hyperion Press, Inc., 45 Riverside Avenue, Westport, Connecticut 06880 (\$7.95)

Document Not Available from EDRS.

Descriptors—Electronic Equipment, *Film Production, Films, *Guides, Instructional Media, Production Techniques, Projection Equipment, Video Cassette Systems, *Video Equipment, *Video Tape Recordings

To assist those who wish to produce their own video materials, a simple guide explains equipment and production methods. A section on professional basics describes the camera, video recording, editing, the use of tape, lenses, lighting, sound, cables, and production values. A technical section discusses software, special effects, the use of color, and how television works. A full glossary is appended, along with sample production notes, shooting schedules, shooting script, and video take sheet. A selected bibliography and a directory of where to buy video equipment is included. (SK)

ED 107 311 95 IR 002 211

Simmons, Robert M.

A Library User's Guide to ERIC.

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Contract—NIE-C-74-0027

Note—34p.

Available from—Box E, School of Education, Stanford University, Stanford, California 94305 (\$0.75 for a single copy; \$0.50 each for 10 or more. Checks made out to Box E must accompany order)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Annotated Bibliographies, *Data Bases, *Education, Guides, *Indexes (Locators), Information Systems, *Library Guides, *Library Instruction, Microfiche, Periodicals, Search Strategies, Thesauri

Identifiers—*Educational Resources Information Center, ERIC

A concise explanation is provided of the Educational Resources Information Center (ERIC) and its major components: Resources in Education (RIE) and Current Index to Journals in Education (CJIE). ERIC's publications are explained, and instructions are given for conducting a topic search through the ERIC system, from locating the correct terms in the Thesaurus of ERIC Descriptors and from the use of identifiers, to obtaining the appropriate microfiche and educational journals. ERIC search by author or institutional source is also explained. Suggestions are given for citing ERIC documents in footnotes and bibliographies, and for obtaining a computerized ERIC search. An annotated bibliography of ERIC publications and print and nonprint user aids is appended, as is a directory of the ERIC Clearinghouses. (SL)

ED 107 312 52 IR 002 267

Toward a National Program for Library and Information Services: Goals for Action.

National Commission on Libraries and Information Science, Washington, D.C. National Program for Library and Information Services.

Pub Date Jun 75

Note—115p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 052-003-00086-5; \$1.45)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Centralization, Computers, Copyrights, Federal Programs, Financial Support, Information Networks, Information Services, Information Systems, Libraries, Library Cooperation, Library Networks, Library Planning, Library Standards, National Programs, Program Proposals, Publishing Industry, Telecommunication.

Identifiers—National Commission Libraries Information Science, NCLIS

The National Commission on Libraries and Information Science (NCLIS) presents its goals and plans for a national program of library and information services with the intention of satisfying the nation's information needs to the greatest extent possible. The basic needs and rationale for a national program are stated, and a survey is made of the present situation of public, special, school, university, research, academic, state, and federal libraries and information services. The concerns of publishers and providers of information services in the private sector, as well as copyright problems, are reviewed. Existing network and cooperative efforts are examined along with some impediments to further cooperation. The NCLIS recommendations for a national program encompass: objectives; relationships and responsibilities of states, the private sector, and the Library of Congress; proposed legislation; funding; and the nationwide network concept. Major federal responsibilities involved in a nationwide network are delineated in the areas of standards, resource collections, centralized services, exploration of computer use, new forms of telecommunications, research and development support, and cooperation with other nations and with international organizations. Appendices contain enabling legislation and lists of NCLIS members and staff. (LS)

JC

ED 107 313 JC 750 349

Freed, Judee Miller, Scott B., Jr.
Enrollment and Attendance: 1965-1975. Research Report No. 75-04.

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.
Report No.—RR-75-04
Pub Date May 75

Note—37p.
EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE
Descriptors—Age, Average Daily Attendance, Enrollment Influences, Enrollment Trends, Ethnic Distribution, Junior Colleges, Multicampus Districts, Student Characteristics, Student Enrollment, Summer Programs

Identifiers—Los Angeles Community College District, Weekly Student Contact Hours

This publication provides historical data on enrollment, weekly student contact hours, and average daily attendance (ADA) for the Los Angeles Community College District and for each of the nine colleges in the district. Detailed enrollment data by student category (day/evening, male/female, full-time/part-time, freshman/sophomore, etc.), ethnic group, and age are provided for recent years. Ten-year trends are presented for less detailed enrollment and ADA information. Data concerning summer enrollment, weekly student contact hours, and ADA are provided for the last three years. District enrollments are also compared to those at other local institutions. District enrollment reached record levels of 124,839 in fall 1974 and 128,338 in spring 1975; these figures represent respective increases of 14.6 percent and 20.7 percent over comparable figures for the previous year. Spring enrollment exceeded fall enrollment in 1974-75 for the first time since 1968-69. Factors specifically influencing district enrollments include: the opening this spring of Los Angeles Mission College, expanded Outreach programs, increased recruitment efforts, and the addition of new instructional programs to the curricula. (Author/DC)

ED 107 314 JC 750 354

Einbecker, Polly Godwin
Performance Objectives in Community Junior Colleges: A Study of Their Effect Upon Teaching and Learning at Pensacola Junior College and Their Use in Selected States.
Pub Date 75

Note—109p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree
EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE
Descriptors—Beginning Teachers, Behavioral Objectives, College Faculty, Faculty Evaluation, Junior Colleges, Performance Based Education, State Agencies, State of the Art Reviews, Statewide Planning, Teacher Attitudes

Identifiers—Pensacola Junior College

In order to assess the status of the preparation, use, and function of performance objectives in community colleges around the country, the author conducted a literature review and contacted state-level community college policy-making agencies in each state. Responses from 26 state agencies indicated that performance objectives are used for instructional purposes in many institutions nationwide, but that little consistency exists in directives or approaches. In order to assess the attitudes of the faculty of Pensacola Junior College (Florida) toward performance objectives, an Opinion Poll was sent to all 230 faculty members; 163 responded. Opinion Poll results indicated that (1) those faculty members holding the highest educational degrees tended to be least favorable toward performance objectives; and (2) those with the most teaching experience had the best knowledge and the best attitudes toward performance objectives, but held the lowest opinion of their use in faculty evaluation. In rank order from favorable to unfavorable opinion, the mean responses from six disciplines were as follows: Exact Science, Vocational-Technical, Language and Fine Arts, Adult Education, Health Related, and Social Science. Recommendations for the college, the faculty Opinion Poll with tabulated responses, and the letters from state agencies are appended. (DC)

ED 107 315 JC 750 355

McNutt, Dorothy E.
A Study to Define the Role of the Division of Cooperative Education at the College of the Mainland.

Pub Date Mar 75
Note—63p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree; Not available in hard copy due to marginal legibility of original document
EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE
Descriptors—Administrative Organization, Administrator Responsibility, Administrator Role, College Faculty, Cooperative Education, Field Experience Programs, Independent Study, Junior Colleges, Student Experience, Teacher Salaries, Teaching Load, Work Experience Programs

Identifiers—College of the Mainland

In order to determine the most effective method of administering the cooperative education program at the College of the Mainland (COM) in Texas, the author surveyed community colleges supporting cooperative education under a Title IV grant, conducted interviews of COM faculty and staff, reviewed the literature, and reexamined COM's formal and informal administrative structure. Results indicated that cooperative education programs were most often supervised through the Dean of instruction; that an increased number of community colleges were incorporating behavioral objectives into cooperative education; that most programs included field experiences, with a few cooperative education divisions also supervising internships and independent study; that most cooperative education divisions were centralized, either through coordinators with support personnel or through instructor-coordinators assigned to instructional divisions; and that most colleges reimbursed their instructor-coordinators by reducing teaching loads or increasing salaries. Recommendations for COM, the questionnaire, a list of responding institutions, alternative organizational charts, position descriptions for cooperative education personnel, a list of program activities, and a budget are appended. (Author/DC)

ED 107 316 JC 750 356

Marsee, Stuart E.
Notice of Charge of Employment Discrimination—Prelude to Fact Finding or Witch Hunt?
Pub Date Feb 75

Note—9p.; Speech presented to the UCLA Leadership Committee (Avalon, California, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE
Descriptors—Civil Rights Legislation, College Faculty, Competitive Selection, Equal Opportunities (Jobs), Federal Legislation, Junior Colleges, Racial Discrimination, Sex Discrimination, State Agencies, Teacher Evaluation, Teacher Selection

Identifiers—Affirmative Action, California, Equal Employment Opportunity Act

Recent legislation has required affirmative action in the hiring practices of educational institutions. In order to ascertain the effects of equal employment laws on community college administration in California, a questionnaire was prepared and sent to 98 California community college districts; it requested administrators to provide information regarding their personal experiences with Notices of Charge of Employment Discrimination. Of the 74 college districts responding, 28 (37.8 percent) had received such notices; the majority were charges of sex discrimination. Written comments added to the questionnaires indicate the administrators' dissatisfaction with the procedures; they claim that they are assumed guilty until proven innocent, that the paperwork involved in defense is monumental, and that the length of litigation is extensive. According to the author, the federal and state "Guidelines" and "Regulations" were written to direct employers who hire workers in large numbers to perform jobs whose outputs can be measured quantitatively; they are thus only vaguely appropriate for educational institutions. Also, because the agencies bringing the charges represent the plaintiff and also act as the judge of the case, they are not neutral fact finders. The various laws, agencies, and problems associated with affirmative action are discussed. (DC)

ED 107 317 JC 750 357

Oastler, John
Buffering Action of Advisory Committees in Tech Programs.

College of DuPage, Glen Ellyn, Ill.
Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE
Descriptors—Administrator Role, Advisory Committees, Citizen Participation, Industrial Education, Junior Colleges, Power Structure, Program Coordination, Program Effectiveness, School Industry Relationship, Technical Education

Identifiers—College of DuPage

Recent studies show that committee members are committed to their goals in a degree equal to their control of goal implementation. Results of a questionnaire sent to the 27 vocational-technical program coordinators at the College of DuPage (Illinois) asking them to indicate the frequency with which certain activities were engaged in by advisory committee (AC) members, showed low levels of both commitment and control—AC members were most likely to do that which called for little effort or time and their recommendations were seldom implemented. Because these AC members represent local business and industry, they can be effective in providing employment for the college's graduates and in keeping technical programs in tune with current needs. In order to increase their effectiveness, (1) they should have more control of the conduct of the programs; (2) they should be directly supervised and selected by the college president or his designates, instead of by program coordinators who have less prestigious business contacts; (3) they should be given more recognition; (4) they should be involved in long-range projects to support the college; (5) they should participate in the recruitment and selection of students; (6) their recommendations should be considered; (7) new AC members should be provided with training sessions; and (8) adequate records of graduate placement and AC work must be kept. The questionnaire and tabulated responses are appended. (DC)

ED 107 318 JC 750 358

Worley, A. Douglas
A Plan to Provide Education in Collective Bargaining for Community College Personnel at Pensacola Junior College.
Pub Date Apr 75

Note—26p.; Practicum presented to Nova University in partial fulfillment of the requirements for the Doctor of Education degree

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Collective Bargaining, Educational Policy, Educational Programs, Employee Attitudes, *Employer Employee Relationship, Governance, *Junior Colleges, *Labor Legislation, *Staff Orientation
Identifiers—Florida

The purpose of this practicum was to develop an educational presentation in collective bargaining for the faculty, administration, and board of trustees at Pensacola Junior College. The report includes the background of collective bargaining in post secondary education, the status of collective bargaining in Florida under the recently enacted Florida Public Employee Relations Act, and a comparison between the Florida and Michigan experiences in collective bargaining. The procedure involved developing the educational materials (a summary of the Florida Public Employee Relations Act, a summary of the Public Employees' Relations Commission, and an outline of How Collective Bargaining Works) and implementing the program (one-hour presentations followed by open discussions in the academic division). Consensus of the participants was that the materials were informative and that they increased general understanding about collective bargaining. It is recommended that these materials be shared with other Florida community colleges in order to promote better understanding of collective bargaining with the aim of making better decisions in this area of concern. The materials are appended. (Author/RL)

ED 107 319 JC 750 359

DePaoli, John A., Jr.

A Comparison of Working Conditions Between Community College Instructors in Collective Bargaining Contract Colleges and Traditional Colleges.

Pub Date 74

Note—123p.; Ph.D. Dissertation, United States International University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-20,512, MF-\$5.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Collective Bargaining, *College Faculty, Contracts, Contract Salaries, Employer Employee Relationship, *Junior Colleges, Leave of Absence, Literature Reviews, *Teacher Salaries, *Teaching Conditions, Tenure, Work Environment, Working Hours

In order to assess the impact of collective bargaining on community college faculty working conditions, a 79-item questionnaire was sent in winter 1974 to the presidents of a random nationwide sample of 100 community colleges operating under collective bargaining contracts and 100 community colleges operating under traditional agreements. Of the 200 colleges contacted, 110 (55 percent) responded. Results indicate that mean maximum salaries in collective bargaining colleges are 21 percent higher, but that there is only a three percent difference in mean minimum salaries. There were no significant differences in working conditions (contract hours, overload teaching assignments, office hours, class size, committee responsibilities, classroom substitution, community activities, and budget development), leave provisions, promotion and tenure provisions, or general contract provisions (holidays, instructional travel, affirmative action clauses, non-strike pledges, and board freedom to alter the work force). Pertinent literature is reviewed, and the questionnaire is appended. (DC)

ED 107 320 JC 750 360

Blair, Richard Scott

An Analysis of the Functional Relationships Between the Administrative Staff of a Public Community College and Its Vocational-Technical Lay Advisory Committees: A Case Study.

Pub Date 73

Note—200p.; Ph.D. Dissertation, Saint Louis University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-24,043, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Administrative Organization, Administrator Role, *Advisory Committees, Citizen Participation, *Community Involvement, Consultants, Inservice Education, *Junior Colleges, *Laymen, Literature Reviews, Student Participation, *Vocational Education

Identifiers—*Belleville Area College

A case study was conducted in order to explore the working relationships between the administrative staff of Belleville Area College (BAC) in Illinois and the members of its 21 vocational-technical advisory committees. Case study methods included interviews with administrators, supervisors of curriculum areas, and coordinators; attendance at advisory committee meetings; and analysis of the 199 responses to a questionnaire sent to 24 administrators and 246 vocational-technical lay advisors. Results indicate that the majority of the committees meet only once or twice each year; they are willing to work more, but are not provided with tasks to be accomplished. There is very little intercommittee communication, and administrators dominate each committee. Furthermore, only 4 percent of the total lay advisory membership is composed of students. Lay advisors are eager to serve the college, and 72 percent are in favor of supporting a General Advisory Committee for the entire college. The author suggests that attempts at more efficient organizations and inservice education for all involved in the program would result in more efficient use of the obviously enthusiastic laymen available for advisory committee or consultant use by BAC. (DC)

ED 107 321 JC 750 361

Fritze, James Keith

An Assessment of Selected Oklahoma Public School Personnel's Opinions of the Public Junior College.

Pub Date 74

Note—88p.; Ph.D. Dissertation, University of Tulsa

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-19,264, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, *Counselor Attitudes, Counselor Characteristics, *Junior Colleges, Post High School Guidance, *Public Relations, *Secondary School Counselors, *Secondary School Teachers, Teacher Attitudes, Vocational High Schools
Identifiers—Illinois, *Oklahoma, Texas

This study was conducted to investigate the relationship of specified variables on the opinions held by selected Oklahoma high school personnel about the junior college and to compare their opinions to those of counselors in two other states where similar studies have been conducted. A questionnaire was sent to 583 persons; one instrument was sent to each public high school and vocational-technical school in Oklahoma, with the exception of 23 large high schools to which one instrument was sent for each counselor with senior class counseling responsibilities. A total of 429 (74 percent) responded. Results indicate that those most favorably disposed to junior colleges were those who had attended a junior college, those whose high schools were visited regularly by junior college personnel, or those who had visited junior colleges attended by their graduates. The opinions of Oklahoma teachers, counselors, and administrators were different than those of the counselors in Texas and Illinois. The study found no differences in opinion on the bases of sex, position in the high school, coursework in vocational guidance, coursework focusing on the junior college, type of college nearest the high school, full-time employment outside the field of education, occupational teaching background, size of high school graduating class, geographic proximity to specific junior colleges, or college or university last attended. (DC)

ED 107 322 JC 750 362

Brantley, William Thomas

A Comparison of the Audio-Tutorial Method with the Lecture-Demonstration Method for Producing Student Achievement in College Level Physical Science Survey Classes Covering Physics and Astronomy.

Pub Date 74

Note—50p.; Ed.D. Dissertation, University of Southern Mississippi

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 75-9576, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Astronomy, *Audioinstructional Methods, College Science, *Conventional Instruction, *Individualized Instruction, *Junior Colleges, Literature Reviews, *Physical Sciences, Physics Instruction, Teaching Methods

Identifiers—*Pensacola Junior College

All students enrolling in the day sections of Physical Science 101 at Pensacola Junior College (Florida) during the spring semester of 1974 were allowed to register for either audio-tutorial (A-T) or conventional coursework. The A-T group consisted of 144 students in two sections, and the lecture-discussion group consisted of 76 students in two sections. In order to compare the effectiveness of these teaching methods, all 220 students were given achievement tests in astronomy and physics at the end of the time allotted to each topic. The lecture-discussion group scored significantly higher on both achievement tests, males and females scored equivalently, and those over 21 scored significantly higher than those under 21. Neither method of instruction was observed to be more adapted to any grouping of students according to age or sex. The final grades achieved by A-T students were directly related to the amount of time spent in the lab. Withdrawal rates were 6.3 percent higher in the lecture-discussion group. The lecture method with small class size was shown to produce higher achievement than the A-T method with large class size. A review of pertinent literature and a bibliography are included. (Author/DC)

ED 107 323 JC 750 363

Paulsen, Russell C.

The North Central Association: Its Change Agent Role on Administrative Practices, Policies and Procedures in Wisconsin Technical Institutes.

Pub Date 74

Note—257p.; Ph.D. Dissertation, University of Wisconsin-Madison

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-18,948, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Accreditation (Institutions), Administrative Organization, Curriculum Evaluation, Decision Making, Educational Objectives, *Educational Quality, *Junior Colleges, Literature Reviews, *Standards, Teacher Selection, Technical Education, *Technical Institutes, Vocational Education

Identifiers—North Central Association, *Wisconsin

The Wisconsin Vocational, Technical and Adult Education (VTAE) districts have expended much time and effort in meeting the accreditation requirements of the North Central Association (NCA). The value of this effort has been questioned by many administrators. In order to assess the impact of evaluation on individual districts, the author analyzed copies of the recommendations made to 12 Wisconsin VTAE districts by the NCA evaluation teams and interviewed 87 administrators to determine the present implementation status of each recommendation. Although NCA evaluation team reports have had little direct impact on basic institutional goals or on the redistribution of financial resources within individual VTAE districts, they have significantly influenced curriculum, administrative organization, decision-making processes, and personnel selection and revitalization. Furthermore, the evaluation process has promoted organizational cooperation within each district and faculty and administrative involvement in decision-making. It has also led to the development of administrative handbooks formalized policy. Pertinent literature is reviewed, and the recommendations made to each district by NCA evaluation teams, the interview instrument, and a bibliography are appended. (DC)

ED 107 324 JC 750 364

Farrell, Thomas James

Opening the Door: An Analysis of Some Effects of Different Approaches to Educating Academically High-Risk Students at Forest Park Community College, 1971-72.

Pub Date 73

Note—218p.; Ph.D. Dissertation, Saint Louis University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-24,070, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Compensatory Education, *Developmental Programs, *Educational Disadvantage, *Junior Colleges, Junior College Students, Literature Reviews, Low Ability Students, *Remedial Programs

Identifiers—*Forest Park Community College

The General Curriculum (GC) at Forest Park Community College in Illinois was designed as a one-semester initial-entry program for academically high-risk students. The full-time GC student was required to take a series of basic academic courses in reading, writing, and mathematics, a human potential seminar, a transfer course (Applied Accounting, Introduction to American History, Introduction to American Politics, Introduction to Biology, or Introduction to Sociology), and a general studies course (Basic Humanities, Basic Science, Basic Sociology, City Politics, or Contemporary Science). Such students spent 19 hours per week in class, but earned only 11 or 12 credits depending on the transfer course taken. This study was conducted in order to determine the extent to which academically high-risk students who enter the GC program succeed in college as compared to academically high-risk students who enter the college in the traditional manner. The current program, the method of student selection, and relevant literature are reviewed in detail. Results of an investigation of student records indicate that GC students did not earn higher grades or complete more credit hours and that the program seemed to work against them in that they were required to take a series of basic skills courses which did not count toward a degree. Recommendations are made, and a bibliography is included. (DC)

ED 107 325 JC 750 365

Kuznik, Anthony

Follow-up and Evaluation of Graduates [and] Employer Evaluations of Graduates in Minnesota Collegiate-Technical Education.

Minnesota Univ. Technical Coll., Crookston.

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Agricultural Occupations, Employer Attitudes, Employment Level, Females, Followup Studies, *Graduate Surveys, *Junior Colleges, Rural Areas, *Rural Education, Salaries, Student Evaluation, Technical Education, *Technical Institutes, Vocational Followup

Identifiers—*University of Minnesota Technical College

This document contains the reports of two studies concerning the graduates of the University of Minnesota Technical College (UMTC) at Crookston. The first report analyzes the results of a survey of all graduates (1966-72) and of 1972 graduates in particular. It was found that most of the graduates were employed; of these, 82 percent were employed in fields they had prepared for at the college, and 88 percent were employed at the mid-management or semi-professional level. Most of the graduates had remained in rural areas, 66 percent in communities of less than 10,000 and 30 percent in communities of less than 2,000. The report concludes that UMTC can be considered accountable in that its main mission is to prepare individuals for future employment at the mid-management or semi-professional levels in agricultural and related fields and to prepare them for service to rural communities. The second report discusses the results of a survey of the opinions of the employers of UMTC graduates. Results indicate that employers rated the college highly in terms of preparing graduates for jobs, that UMTC graduates compared very favorably with other employees, that a substantial number of graduates had been promoted since their initial hiring, that males were promoted more often than females, and that approximately 99 percent of the employers would hire other UMTC graduates. (DC)

ED 107 326 JC 750 366

Lombardi, John

Riding the Wave of New Enrollments. Topical Paper No. 50.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Economic Factors, *Enrollment Influences, *Enrollment Trends, Females, *Junior Colleges, Junior College Students, National Demography, *Part Time Students, Political Influences, Population Trends, Recruitment, Social Influences, *Student Enrollment

Identifiers—California, Illinois

This paper analyzes the recent and past demographic, economic, political, and social causes of community college enrollment trends. It also discusses the effects on enrollment of proximity and low cost; the reclassification of existing institutions to two-year college status; community college usurpation of functions formerly provided by other institutions; the new majority of part-time students; the drift toward serving all persons over 17 years of age; the redefinition of the term "student;" and the strategies of recruitment, relaxed admissions and grading policies, and falsifying enrollment data for funding purposes. The implications of all these factors on the future functioning of the community college are noted. Tables indicate community college enrollments in selected states (fall 1974), population and registered births in the United States (1935-39 to 1970-74), nationwide full-time and part-time community college enrollments (1969-73), full-time and part-time female community college enrollments (1972-74), student headcount enrollment by instructional program area in Illinois public community colleges (1968-74), and enrollments in California public colleges, community colleges, and universities (1973). (DC)

ED 107 327 JC 750 367

Clarke, Johnnie Ruth

Commitment to the Nontraditional Student. Topical Paper No. 51.

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Educational Disadvantage, Ethnic Groups, Females, *Junior Colleges, *Junior College Students, Minority Groups, School Registration, Senior Citizens, *Student Attitudes, Student Needs, *Student Personnel Services, Student Placement, Teaching Methods

Identifiers—*Nontraditional Students

In order for junior colleges to attract and retain nontraditional students (ethnic minorities, women, senior citizens, etc.), they must translate institutional commitment into action. Chief administrators must make their attitudes toward nontraditional students known to all college personnel if the climate for learning is to improve. Those who recruit nontraditional students must be aware of various cultures and life styles, must command total knowledge of college operations, academic requirements, curriculum, and job markets, and must honestly present financial aid possibilities. Registration procedures must be improved to facilitate admissions. Counselors should provide the student with a caring image of the college and should help underwrite student success through careful and non-threatening diagnosis and placement. Study programs should be individualized according to academic skills and interests; career-oriented curricula, learning styles, flexible scheduling, and performance objectives should also be emphasized in educating nontraditional students. Teacher-training should give future instructors a more accurate picture of nontraditional student needs and characteristics. Also, in order to fully integrate nontraditional students into the college, they should be encouraged to participate in extra-curricular activities. (DC)

ED 107 328 JC 750 368

Wattenbarger, James L. Holcombe, Willis N.

Central Administration in Multi Unit Community Colleges.

Florida Univ., Gainesville. Inst. of Higher Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date [75]

Note—40p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Administrative Organization, Administrator Responsibility, Administrator Role,

College Administration, *Decentralization, *Governance, *Junior Colleges, Literature Reviews, *Multicampus Districts, Off Campus Facilities, Organizational Change

This monograph reports the findings of a nationwide survey of the central or district-wide administrative functions of 25 multi-campus and multi-college junior college districts. A multi-campus district was defined as a district which operates two or more campuses under one governing board with each campus having a separate site administrator, whereas a multi-college district operates two or more individual comprehensive colleges. Results of the survey indicate that: (1) multi-campus districts utilize fewer off-campus instructional facilities (an average of 35 compared to an average of 115 for multi-college districts); (2) while 11 of the 12 multi-campus districts studied have located their district offices off-campus, only five of the 13 multi-campus districts have done so—however, six of the eight multi-campus districts with central offices on-campus expressed a desire to move off-campus; (3) central administrative functions were similar in both kinds of districts, but there was no indication of the degree to which each function was performed by the central offices; and (4) although multi-college districts tend to be larger than multi-campus districts, the central offices of the latter retain more staff. The fact that the larger districts have less central administrative staff implies a lessening of district office control. Pertinent literature is reviewed, and five sample organizational charts are appended. (DC)

ED 107 329 JC 750 369

Schedule Building and Student Registration: Two Year Colleges.

Ohio Board of Regents, Columbus. Management Improvement Program.

Pub Date 1 Jul 73

Note—56p.

Available from—Ohio Board of Regents, 88 East Broad Street, Suite 700, Columbus, Ohio 43215 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Administrator Guides, Administrator Responsibility, *Computers, Cost Effectiveness, Course Organization, Curriculum Development, Curriculum Enrichment, Curriculum Evaluation, Electronic Data Processing, *Junior Colleges, Planning, *Scheduling, *School Registration, Space Utilization

Identifiers—*Ohio

This document is one of five manuals designed to improve management practices in Ohio two-year colleges. The guidelines and criteria presented here are intended to be used as yardsticks for institutional evaluation of student registration and class scheduling practices. A chapter on the planning process discusses the steps to be taken in planning, definitions of terms, outputs expected, goals, and objectives. A chapter on schedule preparation discusses criteria for curriculum and cost evaluations, and outlines methods of determining the numbers of class sections and day and time assignments, and of determining who should be involved in such decision-making. A chapter on space scheduling discusses who is responsible for assigning classrooms, what process should be used, how to settle disputes, when assignments must be made, when to notify students and faculty, and how best to utilize space. A chapter on registration systems provides general guidelines for advance, open, and late registration. The final chapter discusses data needs and data processing methods, the use of commercially developed computer-based registration and scheduling systems, and on-line computer registration techniques. A flow chart of a card-oriented registration system for a small college is appended. (DC)

ED 107 330 JC 750 370

Planning: Two Year Colleges.

Ohio Board of Regents, Columbus. Management Improvement Program.

Pub Date 1 Jul 73

Note—88p.

Available from—Ohio Board of Regents, 88 East Broad Street, Suite 700, Columbus, Ohio 43215 (\$3.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Administrator Guides, Administrator Responsibility, Bibliographies, *College Planning, Cost Effectiveness, Curriculum Planning, Educational Objectives, *Educational Planning, Facility Planning, *Junior Colleges, Management, Management Information Systems, *Master Plans, Program Planning, Resource Allocations

Identifiers—*Ohio

This document is one of five manuals designed to improve management practices in Ohio two-year colleges. This manual provides administrators with an organized and logical discussion of the planning process, examples of effective practices, practical and useful ideas to improve planning practices, and criteria for effective planning which can be used by individual colleges in evaluating and improving present planning processes. A chapter on planning processes presents a detailed discussion of how to write planning objectives, how to identify planning needs, how to calculate and forecast income and expenditures, how to determine priorities, how to allocate resources, and how to implement plans. A chapter on planning organization discusses where to begin, who should participate, and how to identify long- and short-range planning needs. A chapter on prerequisites for successful planning discusses the needs for an information data base and the criteria with which to evaluate it. The final chapter contains examples of the various products of the planning process. A detailed description of the techniques used to develop institutional goals and objectives, sample plans developed by two- and four-year colleges and a bibliography of planning literature are appended. (Author/DC)

ED 107 331 JC 750 371

Computer Services: Two Year Colleges.
Ohio Board of Regents, Columbus. Management Improvement Program.

Pub Date 1 Jul 73

Note—107p.

Available from—Ohio Board of Regents, 88 East Broad Street, Suite 700, Columbus, Ohio 43215 (\$3.00)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Administrator Guides, Bibliographies, *Computer Assisted Instruction, *Computers, *Computer Science Education, Cost Effectiveness, Electronic Data Processing, Institutional Research, Interinstitutional Cooperation, *Junior Colleges, Management Information Systems, Planning, Time Sharing

Identifiers—*Ohio

This document is one of five manuals designed to improve management practices in Ohio two-year colleges. The purposes of this manual are to document specific recommendations for desirable management practices in each of the areas of computer services and to make available criteria and guidelines that can be used to evaluate institutional performance. The first chapter is introductory and discusses computer utilization in instruction, institutional research, administration, and public service; it also discusses the purpose, scope, goals and objectives, functions, and management of computer services. Chapter II discusses the process of planning for computer services—the factors affecting the process; the time span; the components to be considered; the use of computers in teaching computer languages and concepts, in problem solving, and in information processing; the needs of various kinds of users; cost effectiveness analyses; and the use of committees for planning. Remaining chapters concern the financial implications of computer services, the need to establish standards for computer use, organizational and staffing needs, and inter-institutional cooperation in sharing computer services. Discussions of techniques for forecasting and of hardware and software monitors, examples of existing computer networks, and a bibliography are appended. (DC)

ED 107 332 JC 750 372

Program Budgeting: Two Year Colleges.
Ohio Board of Regents, Columbus. Management Improvement Program.

Pub Date Jul 73

Note—127p.

Available from—Ohio Board of Regents, 88 East Broad Street, Suite 700, Columbus, Ohio 43215 (\$3.00)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Administrative Organization, Administrator Guides, Bibliographies, Budgets, *Cost Effectiveness, Educational Accountability, *Educational Finance, Input Output Analysis, *Junior Colleges, Models, *Planning, *Program Budgeting, Program Evaluation, Resource Allocations

Identifiers—*Ohio

This document is one of five manuals designed to improve management practices in Ohio two-year colleges. Chapter I is introductory and discusses the role of program budgeting in higher education, its objectives, management, and development. Chapter II presents the steps to be taken in developing a program budget—identifying goals and objectives, identifying programs, selecting appropriate output indicators, calculating resource requirements, comparing required resources to available resources and setting priorities, allocating resources, and managing and evaluating the program. Chapter III discusses the administrative organization of program budgeting. Chapter IV concerns the human, financial, and material resources required for program budgeting. Chapter V discusses the characteristics of a program budget plan and suggests sources of data for program budget development. Guidelines for developing goals and objectives, examples of output indicators, sample program budgets, sample forms used to develop a program budget for a college, a brief discussion of some of the analytical services and tools available, budget preparation models, a bibliography, and a comprehensive glossary of budgeting terms used in higher education are appended. (DC)

ED 107 333 JC 750 373

Personnel Management: Two Year Colleges.
Ohio Board of Regents, Columbus. Management Improvement Program.

Pub Date 1 Jul 73

Note—142p.

Available from—Ohio Board of Regents, 88 East Broad Street, Suite 700, Columbus, Ohio 43215 (\$3.00)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Administrator Guides, Administrator Responsibility, College Administration, College Faculty, Cost Effectiveness, *Junior Colleges, Management Information Systems, Non-professional Personnel, Personnel Evaluation, *Personnel Management, *Personnel Needs, *Planning, Statewide Planning

Identifiers—*Ohio

This document is one of five manuals designed to improve management practices in Ohio two-year colleges. A chapter on organizing for personnel management discusses basic personnel functions, roles and responsibilities of administrators, and the need for a central statewide office of personnel affairs. A chapter on planning, policies, and procedures in personnel management discusses methods for determining objectives for personnel management and for translating goals and objectives into functional activities. A chapter on personnel functions discusses wage, salary, and fringe benefit determination; manpower planning and forecasting; personnel retrenchment; testing in personnel screening; employee orientation; retirement and pre-retirement counseling; instructional workload; tenure; the development and evaluation of various kinds of personnel; equal opportunity and affirmative action plans; standards of conduct and corrective action; grievances and appeals; associations, unions, and other employee organizations; health and safety programs; and supplementary employment. The final chapter concerns the methods of reporting, controlling, and evaluating the personnel program; it discusses the relation of personnel management to college planning and budgeting, the implementation of a personnel management information system, and procedures for record-keeping. (DC)

ED 107 334 JC 750 374

Miller, George Schill, William John.
In Your LPN Program Keeping P.A.C.E.?

Pub Date [74]

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Achievement Tests, *Admission Criteria, Aptitude Tests, College Admission, Competitive Selection, *Health Occupations Education, *Junior Colleges, Nurses, *Practical Nursing, *Predictive Ability (Testing)

Identifiers—DAT, *Differential Aptitude Test, North Seattle Community College, PACE, Preadmission and Classification Examination, Washington

High demand for admission to Licensed Practical Nursing (LPN) programs and limited state resource allocations for LPN training programs in Washington, have forced North Seattle Community College (NSCC) to utilize a selective admissions policy for its LPN program. Currently, prospective LPN students are required to obtain satisfactory scores on each sub-test of the Pre-Admission and Classification Examination (PACE). Because this test costs each student \$6.00 and because scores are not available for four weeks, an alternative test has been sought. Since October 1973, NSCC has been administering both the PACE and the Differential Aptitude Test (DAT) to prospective students. The DAT is free and scores are available the same day. This study compares the DAT and the PACE as predictors of success in LPN classes and on the state licensure examination. Results indicate that the DAT is a less reliable predictor of success; however, final conclusions cannot be drawn because of the limited sample size to date. The authors recommend that concerned community colleges give both tests to applicants, admit students in the top 60 percent on one or both tests, and then analyze licensure test scores through time until one test emerges superior. Tables of data are included. (DC)

ED 107 335 JC 750 375

Measured Aptitudes vs Self-Rating in Identifying Occupations.

City Coll. of San Francisco, Calif.

Pub Date 75

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Aptitude Tests, *Career Choice, *Computers, *Junior Colleges, Junior College Students, Occupational Guidance, Occupational Tests, Self Evaluation, Student Personnel Services, Vocational Aptitude, *Vocational Counseling

Identifiers—California Occupational Survey, CAOS, *City College of San Francisco, Computer Assisted Occupational Survey, COPS

Since 1972, guidance counselors at the City College of San Francisco have been using a computerized system called the Computer Assisted Occupational Survey (CAOS) to help students make career choices. CAOS uses a battery of aptitude tests to measure verbal and numerical abilities, spatial visualization, clerical perception, and general learning ability. Test scores are converted into a profile which is then related to Aptitude Qualifications Profiles found in the Dictionary of Occupational Titles. Before taking the aptitude test battery students make a self-estimate of expected standing on the tests. The California Occupational Survey (COPS), which measures occupational interests, is also administered. This study was undertaken to determine if occupational areas identified for exploration through aptitude test measurement corresponded to areas identified by student self-estimate of aptitudes. For only one of the 20 students studied was there much mutual identification of occupational areas. The data do not suggest which is the more valid approach; they only show that the two tend not to yield consistent results. Instances in which congruence of areas occurs perhaps offer the most significant leads. The revealed tendency of students to underestimate themselves suggests that more positive encouragement may derive from impersonal objective measurement. Tabulated data are appended. (Author/DC)

ED 107 336 95 JC 750 376

Educational Needs Assessment of Adults in the Globe-Miami Area. Final Report.

Eastern Arizona Coll., Thatcher.

Spons Agency—Arizona State Dept. of Education, Phoenix. Div. of Vocational Education.; Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date Aug 74

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adult Students, *Adult Vocational Education, *Community Surveys, Educational Needs, *Junior Colleges, *Manpower Needs, Occupational Surveys, Student Characteristics, *Student Needs, Vocational Education

Identifiers—*Eastern Arizona College, Needs Assessment

In order to identify vocational programs which would meet the educational desires and aspirations of the community and the manpower training needs of business and industry, Eastern Arizona College (EAC) conducted a needs assessment of the Globe-Miami area. During the Spring semester of 1973-74, existing demographic and other data were reviewed; a questionnaire was sent to high school juniors, seniors, their parents, and selected EAC students; a second questionnaire was sent to a ten percent random sample of the adults residing in the area; and a third questionnaire was sent to local businesses and industries. Existing and potential employment opportunities and the amount of training available through other institutions and agencies were also analyzed. Survey results and final analysis of the data are presented. Identified target groups included the handicapped, persons needing job upgrading, school dropouts, senior citizens, and women returning to the labor market. It was concluded that the vocational programs that would meet the needs of both the community and business and industry were: Business, Sales/Mid-Management, and Secretarial; Auto/Diesel Mechanics; Justice Administration; Home Economics; and Electronics, Drafting, and Mining Technology. The questionnaires are appended. (DC)

ED 107 337 JC 750 377
North Carolina Community College System Biennial Report, 1972-1974.
North Carolina State Dept. of Community Colleges, Raleigh.
Pub Date 30 Jun 74
Note—126p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Administrative Organization, *Educational Finance, Educational Objectives, Educational Programs, *Enrollment Trends, *Junior Colleges, Racial Discrimination, Space Utilization, *Statewide Planning, *Technical Institutes

Identifiers—*North Carolina

The North Carolina Community College System consists of 40 technical institutes and 17 community colleges. This report documents the growth of enrollments, programs, and budgets since 1963. Chapters I and II present the goals of the system and review its central administration. Chapter III discusses the various occupational, transfer, general education, developmental, continuing education, and special programs offered. In Chapter IV, financial, enrollment, and space utilization data are presented in tabular form. Chapter V provides the specific statewide plans which have been developed in the areas of educational program services, educational support services, institutional management services, and planning and policy development; it also reviews the long-range planning efforts and the Civil Rights Plan. Chapter VI includes institutional progress reports from each institution in the system. (DC)

ED 107 338 JC 750 379
Labor Market Identification Model; Procedure in Labor Market Planning for Vocational Education Programs of Columbia Junior College.
Columbia Junior Coll., Calif.
Pub Date Oct 74

Note—45p.; For a related document, see JC 750 380

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Computers, Curriculum Development, Data Collection, Data Processing, Educational Research, *Institutional Research, *Junior Colleges, *Labor Market, *Manpower Needs, Occupational Surveys, Research Methodology, *Rural Schools

Identifiers—Columbia Junior College, *Dictionary of Occupational Titles, DOT

This document is designed as a workbook for those planning to conduct labor market surveys. The data gathering procedures were specifically designed for a small rural college with limited financial and manpower resources. The purposes of such a survey are to identify manpower needs, to make the college known as a source of trained manpower, and to acquaint vocational instructors with local employers and jobs performed. A step-by-step description of the process of conducting a

labor market survey is provided, as is a glossary of terms, a list of groups to be contacted, a list of materials to be developed, sample data collection forms, a list of computer table headings and column designations, a detailed description of the computerized Dictionary of Occupational Titles (DOT) system and its use, a list of two-digit industrial codes, and a bibliography. Brief descriptions of the method used to conduct a survey at Columbia Junior College (California) and the results obtained are also included. (DC)

ED 107 339 JC 750 380

Swearingen, Phil And Others

Summary of Mountain County Labor Market and Its Implications for Vocational Programs at Columbia Junior College. Part I of Labor Market Planning for Vocational Education Programs of Columbia Junior College.

Columbia Junior Coll., Calif.

Pub Date Aug 74

Note—55p.; For a related document, see JC 750 379

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Curriculum Development, Demography, Employment Opportunities, Employment Projections, *Junior Colleges, Labor Market, *Manpower Needs, Occupational Surveys, Population Trends, Rural Areas, *Rural Schools, *Vocational Education

Identifiers—*Columbia Junior College

The labor market information gathered in this two-year study will guide the development of vocational education programs at Columbia Junior College (California) over the next 10-year period. This document contains a summary of the Mountain County labor market area. It includes geographic and demographic descriptions of the area, analyses of the characteristics of the labor market and the labor force, projections of manpower needs, and a summary of the local labor market. The implications of this data for the vocational programs at Columbia are also discussed. The document concludes with a series of graphs illustrating the total number of job slots by curricular area as related to the instructional programs at Columbia Junior College. Survey methodology is reported in a related document. (DC)

ED 107 340 JC 750 381
Trends in Expressed Educational Objectives, 1968-1973 [and] Students "Undecided" as to Educational Objectives.

City Coll. of San Francisco, Calif.

Pub Date May 75

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*College Majors, *Educational Objectives, Females, Freshmen, *Junior Colleges, *Junior College Students, Males, Part Time Students, Student Attitudes, Student Characteristics, *Student Interests, Transfer Students

Identifiers—*City College of San Francisco

This document consists of two reports about trends in the expressed educational objectives of students applying for admission to the City College of San Francisco. The first report reveals that between 1968 and 1973: (1) the balance between students choosing transfer or semi-professional programs has shifted toward the latter; (2) student interest has increased in the fields of health services, accounting, art and architecture, broadcasting, liberal arts and general education, technical engineering, protective services (criminology and fire science), biology, chemistry, library technology, and ornamental horticulture; (3) student interest has declined in the fields of teaching, commercial art, interior decorating, general business, data processing, professional engineering, mathematics, and social work; (4) more females are selecting majors in previously male-dominated fields; (5) and the percentage of students who were Undecided regarding career plans increased from 25 percent to 32 percent. The second report compares Undecided students with students expressing objectives and notes differences—lower reading skills, a tendency toward part-time attendance, lower GPA, and less persistence for Undecided students. (DC)

ED 107 341 JC 750 382
Alfred, Richard L.
Profile Characteristics of Entering Students: 1974-75.

New York City Community Coll., Brooklyn, N.Y.
Pub Date Apr 75

Note—79p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—College Students, Day Students, Evening Students, Females, *Freshmen, *Junior Colleges, Junior College Students, Males, Multicampus Districts, Part Time Students, *Student Attitudes, *Student Characteristics, Transfer Students, *Urban Schools
Identifiers—Career Guidance Program, *New York City Community College

The profile data in this report were obtained from the administration of the biographical inventory of the Career Guidance Program to students entering New York City Community College during fall semester 1974. Usable inventories were completed and returned by 3,564 students. The two basic purposes of the study were: (1) to describe and analyze the characteristics of students entering a multicampus urban community college, and (2) to examine this population in context with the other student populations in a national cross-section of two- and four-year institutions. Data for various subgroups (transfer/precareer/continuing, day/evening, full-time/part-time, male/female) and for differing age groups within each subgroup are presented in tabular form. A total of 42 student characteristic variables are described, and grouped into four major categories: (1) basic classification variables—age, sex, enrollment status, race, marital status; (2) demographic variables—residence, commuting distance, plans for employment, annual family income, parents' occupations; (3) intellectual variables—GPA, other institutions attended; and (4) perceptual-attitudinal variables—reasons for college selection, need for counseling, future plans. (DC)

ED 107 342 JC 750 383

Task Force Report on Two-Year Postsecondary Education in Pennsylvania.

Pennsylvania State Dept. of Education, Harrisburg.

Pub Date Nov 74

Note—72p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—College Cooperation, *College Planning, Consortia, Contracts, Educational Finance, Educational Objectives, *Educational Opportunities, Interinstitutional Cooperation, *Junior Colleges, *Post Secondary Education, *Statewide Planning, Student Enrollment

Identifiers—*Pennsylvania

The Pennsylvania Task Force on Two-Year Postsecondary Education, whose members represented the public at large and all segments of postsecondary education, was commissioned to recommend a rationale for the orderly development of two-year programs to meet the needs of Commonwealth residents; to identify the most effective means of providing two-year postsecondary education for all residents of the Commonwealth; to recommend a method of financing two-year educational programs; and to suggest measures for the eradication and avoidance of unnecessary and costly program duplications. The introductory chapters of the report define two-year postsecondary education, analyze existing institutions according to enrollments, locations, and services provided, and present the rationale and goals for two-year postsecondary education. The chapter on effective means of providing low-cost, easily accessible two-year postsecondary education discusses interinstitutional cooperation and consortia, the extension of program offerings at existing institutions, and state-level contracting with in-state private institutions and with institutions outside the state. Subsequent chapters discuss financial aid to students and to institutions, and methods of avoiding program duplication. The final chapters include recommendations and additional comments by Task Force members. (Author/DC)

ED 107 343 JC 750 384

Attrition and Student Progress at Bronx Community College, September 1970 to August 1974.
Research Report No. BCC-2-75.

Bronx Community Coll., N.Y.

Report No—BCC-2-75

Pub Date Mar 75

Note—63p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

132 Document Resumes

Descriptors—*Academic Achievement, Academic Failure, College Majors, Dropout Rate, Grade Point Average, *Junior Colleges, Junior College Students, *Persistence, *School Holding Power, *Student Characteristics, Withdrawal Identifiers—*Bronx Community College

This report provides tables and commentary on student progress at Bronx Community College for all students entering with matriculated status from fall 1970 to fall 1974. Statistics on graduation, credits earned (in both college-level and noncollege-level courses), and grade point average (GPA) are included. Analyses are given for each entering class according to curriculum and to three high school GPA groups. Findings indicate the following rule of thumb: of any entering class, three-fourths will return for the second semester, two-thirds for the third, one-half for the fourth, and, after the initial opportunity to graduate, 40 percent will return for the fifth semester. Students entering with high school GPA's over 75 percent are seen to have a "success" rate approximately twice that of the students entering with high school GPA's below 70 percent. Spring entering classes do not differ appreciably from fall classes, nor do earlier entering classes differ significantly from more recent classes. After two semesters, the class entering in fall 1973 appears to be progressing at a somewhat slower rate than the classes entering in fall 1972 or fall 1971. The proportion of college level GPA's of 2.0 and above, after four semesters, has shown a steady increase from the class of 1970 to the class of 1972. Several characteristics vary with the curriculum attempted. (DC)

PS

ED 107 344 PS 007 694
Tollitt Tidbits: A Special Packet of Materials.
Millersville State Coll., Pa. Educational Development Center.
Pub Date [74]

Note—180p.; Pages 71 through 74 ("Play Develops Cognitive Skills," by Eva Schnell) of the original document are copyrighted and therefore not available. They are not included in the pagination.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Child Care, *Child Development, Childhood Needs, Creative Development, *Learning Activities, Nutrition, Parent Child Relationship, *Parent Education, Parent School Relationship, Play, *Preschool Children, *Preschool Education, Reading, Safety

This booklet contains materials designed to help parents develop "parenting" skills during the years when the child is at home prior to entering school. Areas covered by the materials include rainy day activities, home safety, nutrition and health, creativity in young children, baby sitters, various aspects of child development, family crises, and reading readiness. In addition, specific recipes and directions for creating toys and activities for infants and toddlers, and a copy of "Your Child—From Home to School: Handbook for Parents Whose Child Is Entering School" (which examines facets of early home-school conflicts) is included. The final section contains brief guidelines for parents to use in observing, helping, and working with their young children. Lists of resources and reading materials for parents are also included. (ED)

ED 107 345 PS 007 814
Anderson, Clifton
.....**Speak No Freewill (Piaget vs. Skinner).**
Developmental Program Report No. 38.
Michigan Univ., Ann Arbor. Dept. of Psychology.
Pub Date Feb 74

Note—29p.; For other reports of the Developmental Program, see PS 007 815-820
Available from—Department of Psychology, University of Michigan, Ann Arbor, Michigan 48104 (Report No. 38, \$0.25)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Behavior Theories, *Educational Psychology, *Human Dignity, Humanism, Locus of Control, *Man Machine Systems, Models, *Nature Nurture Controversy, Organizational Theories, Psychological Needs, Scientific Principles, Self Actualization

Identifiers—*Piaget (Jean), Skinner (B F)

This paper is a hypothetical dialogue between two influential psychologists, Jean Piaget and B. F. Skinner, on the concept of free will. The purpose of the dialogue is to critique Skinner's "Beyond Freedom and Dignity." While actual quotes are incorporated into the text from the work of both psychologists, the overall organization of the statements as well as most of the wording is the author's. The paper contends that neither Skinner's philosophy of science nor his theory of man is tenable, although each offers interesting insights from a limited perspective. Piaget's work provides an understanding of science as a growing organization and reorganization of knowledge which occasionally induces qualitative shifts in people's domain of perception. Piaget's image of man is one of a developing, integrating, and acting organism in dynamic exchange with its environment. The paper concludes by comparing the position of Piaget and Skinner with Douglas McGregor's conceptualization of Theory X and Theory Y. (CS)

ED 107 346 PS 007 833
Pre-School Education—Aims, Methods and Problems. Report of a Symposium (Venice, Italy, October 11-16, 1971).

Council of Europe, Strasbourg (France). Committee for General and Technical Education.
Pub Date 28 Feb 72

Note—80p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Child Development, Childhood Needs, *Early Childhood Education, Educational Methods, *Educational Needs, Educational Theories, Family Role, *Foreign Countries, Government Role, Parent School Relationship, Personality Development, *Preschool Children, Preschool Teachers, *Symposia

Identifiers—*Council of Europe, Developmental Continuity

This report provides a summary of the proceedings and recommendations of the Council of Europe symposium on preschool education held in Venice, Italy in 1971. The report is divided into three major areas: (1) historical background information; (2) summaries of general lectures, especially dealing with the functions, aims, methods, and problems of preschool education and relations between home and school; and (3) recommendations, which developed from group discussion sessions, primarily dealing with the need for preschool education, family-school relations, teachers, continuity with primary schools, and family assistance. Appendixes comprise one-half of the document and contain the full texts of the lectures and reports from which the summaries were written. (ED)

ED 107 347 PS 007 835
Gornowich, Donald J. And Others
A School District Looks at an Alternative to Half-Day, Every Day Kindergarten Programs.
Grand Rapids Independent School District, Minn.
Pub Date [74]

Note—11p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Childhood Needs, *Experimental Programs, Kindergarten Children, Parent Attitudes, Parent Reaction, *Preschool Education, *Program Evaluation, Questionnaires, *Readiness, School Readiness Tests

Identifiers—*Minnesota

This brief report presents results of a statistical study comparing the effectiveness of full-day, alternate day kindergarten programs with the more traditional half-day, every day programs. An introduction to the data tables traces the development of kindergartens in the U. S. and Minnesota, in particular. Data were collected on 787 kindergarten children over a 4-year period (1971-74) in the Grand Rapids public schools. All schools participated in the full-day, alternate day program in the 1974 school year, which was used as the base year. The Metropolitan Readiness Tests, Form B, were used to measure school preparedness. Analysis of the data indicated that the full-day, alternate day programs did not hinder school readiness. Responses to a parent questionnaire supplied data on the effectiveness of the program in meeting the physical, social, emotional, and instructional needs of the child.

Both parent and teacher response to the new program was favorable. (ED)

ED 107 348 PS 007 836
Feldman, David
Crystallizing Conditions, Developmental Advance and Education. First Annual Report.

Spons Agency—Spencer Foundation, Chicago, Ill.
Pub Date 31 Dec 74

Note—18p.
EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Children, *Conceptual Schemes, *Developmental Psychology, Diagnostic Tests, Generalization, *Learning Processes, Longitudinal Studies, Map Skills, Maturation, Models, Objectives, Research Design, *Research Projects, Spatial Relationship, Thought Processes

Identifiers—*Crystallization (Psychology)

This research report outlines progress made in the development of a conceptual framework (called "crystallization") which is intended to explain the conditions found to be critical to the child's potential for developmental change. The research completed and proposed on crystallization has centered around four main areas of activity: (1) a field experiment, (2) the development of a diagnostic map-drawing instrument, (3) the preparation of a series of theoretical and conceptual papers, and (4) a proposed study of "preconsciousness" in children. The overall research goal is an attempt to operationalize, or put into explicit language, the specific conditions under which developmental advances take place, especially advances which would probably not occur without educational assistance. Each activity undertaken in the project was selected for its probable contribution to this objective and is described separately in the report. (CS)

ED 107 349 95 PS 007 838
Ware, William B. And Others
Assistance to Local Follow Through Programs. Annual Report.

Florida Univ., Gainesville. Inst. for Development of Human Resources.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date Dec 74

Grant—OEG-0-8-522394-3991(286)
Note—296p.

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—*Compensatory Education, Data Analysis, *Elementary Education, Family Environment, Family School Relationship, *Home Programs, Home Visits, Interviews, Paraprofessional School Personnel, Parent Attitudes, *Parent Education, Parent Participation, *Program Evaluation, Teacher Role, Training

Identifiers—Florida Parent Education Follow Through Model, *Project Follow Through

This report of the 1974 Florida Parent Education Follow Through Program contains evaluation data pertaining to parents, children, teachers, and parent educators from 11 communities. The program emphasis is on the development of: (1) nonprofessionals as parent educators, (2) materials for family use, and (3) parents as partners in the educational program of their children. Part 1 contains a rationale and an outline of the key elements of the program; Part 2 lists the program goals for parents, children, and for classroom and school. Part 3 describes program implementation procedures (including on-site training workshops and consultant visits), the Policy Advisory Committee activities, and evaluation of data concerning parents, home environment, home visits, the children, teachers, parent educators, and home learning activities. Achievement results of children in each community in the program are presented separately. Appendixes, which make up more than one-half of the document, contain detailed charts on the evaluation results and a variety of forms and materials used in conjunction with the program. (CS)

ED 107 350 PS 007 841
Gran, Birgitta And Others

The FOL Project, Collaboration Between Preschool and the Primary Level of the Compulsory School.

National Swedish Board of Education, Stockholm.
Pub Date Oct 74

Note—20p.
EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Early Childhood Education, Evaluation Methods, *Experimental Programs, *Foreign Countries, Grade 1, Parent Education, Preschool Children, *Project Training Methods

Identifiers—*Developmental Continuity, Sweden

This is a brief progress report on the activities of a research and development project commissioned and financed by the Swedish National Board of Education to develop a program of collaboration between preschool and primary school which will provide continuity for children. There are three major subsections of the project: (1) development of new and appropriate forms of activities and materials; (2) organization of various collaborative arrangements and testing of their effectiveness; and (3) collection of social-psychological data on the children in special need of stimulus and assistance. Project staff are also investigating the question of parent education in connection with increased preschool-primary continuity. Each subsection includes a summary of the development of activities and materials in book form useful in preservice and inservice teacher training, a description of the organization and activities of collaboration experiments, and a brief discussion of the aims and plans concerning the social-psychological study and parent education question. (ED)

ED 107 351 PS 007 856

Heyneman, Stephen P.

Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Adolescence. Second Annual Report.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Interagency Panel on Early Childhood Research and Development, Washington, D.C.

Pub Date Dec 74

Note—183p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Adolescence, Agency Role, Demonstration Projects, *Federal Programs, Financial Support, *Interagency Coordination, Policy Formation, Research Methodology, Research Needs, *Research Projects, Social Agencies, Statistical Surveys, *Youth Agencies

This report provides an overview of fiscal year 1974 federal and agency research and development activities related to adolescence and summarizes the work done by the Interagency Panel on Adolescence. The purpose of the report is to identify, with empirical authority research gaps and overlaps in currently funded projects. Cataloging and listing of currently-funded projects provides a complete interinstitutional compilation of projects funded. The report is divided into four parts: (1) Special Interest Activities of the Interagency Panel for Research and Development on Adolescence 1973/74; (2) Commonalities in Calls for Policy on Adolescence 1973/74; (3) Patterns of Federal Research on Adolescence in FY '74; and (4) Patterns of Agency Research and Development on Adolescence: Their Missions, Activity in FY '74 and Levels of Interest for FY '75. The appendixes contain agency plans for research and development in FY '75, guidelines and procedures for using the Interagency Panel Information System, a list of documents prepared for Interagency Panels on Early Childhood and Adolescence, and a list of the Adolescence Panel membership. (CS)

ED 107 352 PS 007 857

Hertz, Thomas W. Harrell, Adele V.

Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Early Childhood. Fourth Annual Report.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Interagency Panel on Early Childhood Research and Development, Washington, D.C.

Pub Date Dec 74

Note—189p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Adolescence, Child Development, *Early Childhood, Early Childhood Education, Exceptional Child Research, Family Projects, *Federal Programs, Financial Support, *In-

teragency Coordination, *Interagency Planning, Intervention, Parent Education, Research Needs, *Research Projects, Research Utilization

This report analyzes early childhood research activities supported by the Interagency Panel on Early Childhood Research and Development during the 1974 fiscal year, and identifies trends and shifts in the agencies' research plans. The report is composed of five chapters which contain the following: (1) information about the historical background, operational structure, and 1974 fiscal year activities of the Interagency Panel; (2) a summary review of current areas of emphasis within the field of early childhood (applied, basic, global, longitudinal, and beneficial research, research on the research process, the developmental process, and the family, community, and society); (3) information about the distribution of early childhood research across agencies; (4) examination of the research programs of individual agencies; and (5) tentative plans and priorities of the agencies for the 1975 fiscal year and beyond. Numerous charts and tables present the report's information in concise form. A list of the documents prepared for the Interagency Panels on Early Childhood and Adolescence Research and Development since 1973 and other related information are included in the appendixes. (ED)

ED 107 353 PS 007 861

Center for Teaching and Learning Research and Staff-Development Program (Project Summary). North Dakota Univ., Grand Forks. Center for Teaching and Learning.

Pub Date [75]

Note—37p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Attitudes, Class Organization, *Classroom Environment, *Classroom Research, Educational Objectives, *Elementary Education, *Interviews, Learning Activities, Parent Attitudes, Parent Teacher Cooperation, Peer Relationship, Social Relations, Student Attitudes, Student Teacher Relationship, Teacher Attitudes

This paper contains the three sets of interviews (the Children's Interview, the Parent's Interview, and the Teacher's Interview) used to describe and evaluate the classroom learning environments in the New School's Center for Teaching and Learning (CTL) during 1971-72. The purpose of these interviews is to systematically study variations in the learning environments within the center and to develop a complete picture of the various relationships within the classroom environments. The children's interview is made up of open-ended questions about the child's activities in the classroom, the teacher's activities, and some of the child's feelings about the social interactions in the classroom. The parent's interview (which makes up approximately one-half of the document) is aimed at a description and understanding of the parent's understanding of what is happening in the classroom, and the degree of parental involvement and support for the teacher. The teacher's interview focuses on classroom activities, diagnostic materials, student-peer interaction, classroom problems, teacher's goals, teacher's relationships with parents and community, knowledge of child development, and changes in the classroom over time. (CS)

ED 107 354 PS 007 863

Brown, Charles T.

Affective Learning.

Pub Date Dec 74

Note—12p.; Paper presented at the Annual Meeting of the Speech Communication Association (Chicago, Illinois, December 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Affective Behavior, *Emotional Development, *Humanistic Education, Humanization, Human Relations, Interaction Process Analysis, *Learning Processes, Self Concept, *Student Teacher Relationship

Identifiers—*Affective Education

This paper addresses itself to the question, "What does feeling have to do with knowing?" Two movements in affective education are discussed which have come into focus in recent years and which attempt to define the relationship between knowing and feeling. The first, a conscious application of the role of arousal in learning, emphasizes arousal in learning as a basic

ingredient in memory, implying, and creating. In this movement, classroom settings are created where the teacher encourages student participation instead of spectatorship, talks with respect to students, and employs both practical anecdotes and abstract concepts in teaching. The second movement constitutes a variety of explorations in arousal and has elicited the greatest amount of public criticism. This movement attempts to bring people into direct contact with their emotions through sensitivity training, encountering, transactional analysis, and self-awareness sessions. It is suggested that all teachers examine these movements carefully and determine the assumptions concerning human nature on which they are operating in the classroom. (CS)

ED 107 355 PS 007 864

Bell, Marie And Others

Trends and Issues in Early Childhood Education. Pub Date 27 Jun 74

Note—31p.; Papers delivered at a symposium of the New Zealand Council for Educational Research (Wellington, New Zealand, June 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Early Childhood Education, *Educational Innovation, Educational Responsibility, Environmental Influences, Language Development, *Objectives, Parent Participation, Physical Development, Play, Professional Recognition, Program Evaluation, *Teacher Education, *Trend Analysis

Identifiers—*New Zealand

This booklet contains a collection of three symposium papers dealing with current trends and issues in New Zealand early childhood education: (1) "Implications for Teacher Training of New Trends in Pre-School Education"; (2) "Professionalism in Early Childhood Education: Some Trends"; and (3) "Innovation in Pre-School Programmes." The first paper suggests some implications for training the early childhood educator, based on an examination of the aims of preschool education as outlined in a Department of Education report. The second paper traces the trend toward professionalism in New Zealand early childhood education, particularly with regard to length of training, widening range of responsibility, and willingness to be evaluated. The third paper outlines some of the pressures for innovation in New Zealand preschool programs, discusses some of the barriers preventing innovation, and suggests the kinds of innovation that might prove acceptable to those working in the field of early childhood education in New Zealand. (CS)

ED 107 356 PS 007 865

Webster School Evaluation Report: School Year 1973-74.

Urbana School District 116, Ill.

Pub Date 1 Jul 74

Note—98p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Academic Achievement, *Data Analysis, *Elementary Education, Interviews, Parent Attitudes, *Program Attitudes, *Program Evaluation, *Questionnaires, Sociometric Techniques, Standardized Tests, Student Attitudes, Teacher Attitudes

Identifiers—Illinois

This evaluation report summarizes data collected from pupil questionnaires, teacher questionnaires, and parent interviews on the success of a recently implemented elementary school reorganization plan designed to enhance academic achievement. Five evaluation instruments were developed as a collaborative effort of teachers, parents, evaluators, and district staff, and were administered in October of 1973 and again in May of 1974. The five measures were designed to collect the following data: (1) measure of the school's climate as indicated by student attitudes (Pupil Questionnaire, Student Questionnaire Upper Elementary Level, Student Questionnaire Lower Elementary); (2) information indicating how parents of Webster School children feel about their school (Parent Interview Form); (3) information regarding growth in basic skill areas of math and reading (Base Math Test, Stanford Diagnostic Reading Test); (4) staff perceptions of the extent to which reorganization was implemented according to plan (Webster Teacher Questionnaire); and (5) effectiveness of

special education organization in eliminating stigma associated with children receiving special services (Sociometric Data Questionnaire). A sample of each of the questionnaires and interview forms is contained in this evaluation report, along with a graphical representation of the results. (CS)

ED 107 357 PS 007 866

Missakian, Elizabeth Hamer, Karen
Aggression and Dominance Relations in Young Children.

Synanon Foundation, Marshall, Calif.
Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date [74]

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Age Differences, *Aggression, Animal Behavior, Anti Social Behavior, *Behavior Patterns, Group Living, *Group Relations, Group Structure, Interaction Process Analysis, Peer Relationship, *Preschool Children, Sex Differences, *Social Behavior

Identifiers—Ethology, *Synanon School

This study is an attempt to apply ethological tools of observation and analysis to the social behavior of 25 communally-reared children, ages 6 months to 4 years. The focus of this analysis is aggression and dominance relations. Findings indicate that: (1) agonistic behavior reveals stable and linear dominance hierarchies for children from 6 months to 4 years; (2) there is a higher frequency of agonistic behavior between children ranked in similar status categories; (3) there are no sex differences in aggression frequency or position in the dominance hierarchy; (4) children do not fight exclusively or significantly over space/territory or possession of objects; (5) there is a positive correlation between dominance rank and submission and a negative correlation between dominance rank and aggression; and (6) there is a positive correlation between dominance rank and age. (Author/CS)

ED 107 358 PS 007 867

Scott, Ralph Seifert, Keith

Family Size and Learning Readiness Profiles of Socioeconomically Disadvantaged Preschool Whites.

University of Northern Iowa, Cedar Falls.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Grant—OEG-0-8-055780-2937;

OEG-3-7-

068526-2086

Note—9p.; For related document, see PS 007 999

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Academic Achievement, *Disadvantaged Youth, *Family Characteristics, Motor Development, *Preschool Education, *Readiness (Mental), *Socioeconomic Influences, Speech Skills, Standardized Tests

Identifiers—*Family Size

Preschool readiness measures were secured on 50 pairs of disadvantaged 2- to 3-year-old lower SES white children who represented large and small families, to determine the impact of family size on readiness profiles. The findings reveal that children from small families secured higher scores on all nine skill areas of the Iowa Test of Preschool Development. However, only in expressive language were the differences of statistical significance. The findings were reviewed in the context of other research which suggests that poor children may experience greater difficulty on oral language tasks than is the case on measures which emphasize receptive language. It is suggested that replication studies are needed to better assess the long-term social and educational implication of the findings. (Author/CS)

ED 107 359 PS 007 868

Hawkes, Glenn R. And Others

Patterns of Living in California's Migrant Labor Families. Research Monograph No. 12.

California Univ., Davis. Dept. of Applied Behavioral Sciences.

Pub Date Aug 73

Note—33p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Disadvantaged Groups, *Family Characteristics, Income, Interviews, *Mexican

Americans, Migrant Problems, *Migrant Workers, Parent Child Relationship, Participant Characteristics, *Poverty Research, *Sociocultural Patterns, Values

This report presents a study of the living patterns of California's migrant labor families, one part of a national study on the identification of life patterns among relatively disadvantaged families. Data were collected from 169 interviews with homemakers randomly selected from 12 state-owned migrant camps in California. The interviews consisted of fixed-alternative questions in the following areas: (1) neighboring practices (social interaction); (2) income index; (3) steadiness of income; (4) kinship orientation; (5) family orientation; (6) family cohesiveness; (7) parental permissiveness; (8) marital satisfaction; and (9) value orientations to education and employment. Some general findings in each of these areas are examined. (ED)

ED 107 360 PS 007 870

Rosenbluth, Lucille

The New York City Infant Day Care Study Design.

Pub Date 24 Nov 74

Note—8p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, D. C., November 1974); For related documents, see PS 007 871-874

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Child Development, *Day Care Programs, Experimental Groups, *Infants, Interagency Coordination, *Longitudinal Studies, Parent Child Relationship, Physical Environment, *Research Design, Student Teacher Relationship

Identifiers—*New York City Infant Day Care Study

This paper provides a brief introduction to the New York City Infant Day Care Study, a 5-year, longitudinal study in which children in three different child rearing environments are compared: (1) infants in group day care, (2) infants in family day care, and (3) infants reared at home. Data are being collected on three major aspects of child development: (1) health, nutrition, and physical development; (2) psychological development (cognitive, language, social, personality, and emotional); and (3) family development. A total of 500 children are involved: (1) 250 children (half from group day care and half from family day care) who are followed from program entry until they reach age 3; (2) another 100 children who do not enter the programs until age 3; and (3) an at-home sample of 150 children, ages 6, 12, or 18 months. The nature of the research partnership formed between the participating day care agencies, the study staff, the Agency for Child Development, and the Health Department is described. (ED)

ED 107 361 PS 007 871

Shapiro, Edna

Observing and Assessing Infant Day Care Environment.

Pub Date 24 Nov 74

Note—12p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, D. C., November 1974); For related documents, see PS 007 870-874

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Child Development, Classroom Observation Techniques, Data Analysis, *Data Collection, *Day Care Programs, *Infants, Interviews, *Longitudinal Studies, Physical Environment, Research Design, Student Teacher Relationship

Identifiers—*New York City Infant Day Care Study

This paper describes data collection procedures for the part of the New York City Infant Day Care Study concerned with day care environment and caregiver-child interaction. This study is a 5-year, longitudinal investigation in which infants in group and family day care programs and infants reared at home are compared. Study data will be collected from two major sources: (1) observation of each child in his/her usual day care environment (at 6-month intervals), and (2) interviews with the child's caregiver(s) (once a year). The systematic observation and recording of aspects of the behavior of both the child and the

caregiver are described as they occur during a typical day of observation. The child, rather than the caregiver, is the major focus of observation. An annual interview with the caregiver is also described. Both longitudinal and cross-sectional comparisons of the data will be made at three levels of analysis: the global assessment (a superordinate score provided by the Infant Day Care Environment Index-IDCEI), the subscales which comprise the IDCEI, and specific hypotheses. (ED)

ED 107 362 PS 007 872

Golden, Mark

Assessment of Children's Psychological Development and Data Analytic Framework in New York City Infant Day Care Study.

Pub Date 24 Nov 74

Note—11p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, D. C., November 1974); For related documents, see PS 007 870-874

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Child Development, *Data Analysis, Data Collection, *Day Care Programs, *Infants, Interviews, *Longitudinal Studies, Psychological Tests, Research Design

Identifiers—*New York City Infant Day Care Study

This report briefly describes the procedures for assessing children's psychological development and the data analytic framework used in the New York City Infant Day Care Study. This study is a 5-year, longitudinal investigation in which infants in group and family day care programs and infants reared at home are compared. Children in the study are assessed on various aspects of psychological development (cognitive, language, social, personality, and emotional), at 6, 12, 18, and 36 months of age. The first psychological evaluation of the children serves as a baseline measure of their psychological functioning. Subsequent assessments are considered outcome measures reflecting the programs' effects. The sequence and nature of tests and interviews used in this aspect of the study are reported and related to the other areas of the study. The report concludes with a discussion of the rationale and design of the data analytic framework used in comparing: (1) initial and demographic characteristics of children and families in group and family day care, (2) infant day care environments, and (3) developmental outcomes. (ED)

ED 107 363 PS 007 873

Green, Diane B.

A Description of the New York City Infant Day Care Study: Health, Nutrition and Physical Development.

Pub Date 24 Nov 74

Note—7p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, D. C., November 1974); For related documents, see PS 007 870-874

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Data Collection, *Day Care Programs, *Early Childhood Education, Growth Patterns, *Health, *Infants, Nutrition, Physical Development, Research Methodology

Identifiers—*New York City Infant Day Care Study

This report provides an account of the nature and purposes of data collected concerning the health, nutrition, and physical development of infants during the first three years of life, in order to compare the physical health of children in family or group day care and children with no previous day care experience. The data collected include the infants' birth history; detailed physical examinations of children at 6, 12, 18, and 36 months; laboratory blood tests; vision, hearing, and dental screening procedures; and interim reports from outside agencies. The factors under analysis include growth and development, the presence or absence of major and/or minor abnormalities, and the day care center's effect on children's physical development. No study conclusions have yet been reached. (ED)

ED 107 364 PS 007 874

Freeman, Harold, Jr.

A Description of the New York City Infant Day Care Study: Infant Day Care Family Research.

Pub Date 24 Nov 74

Note—8p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, D. C., November 1974); For related documents, see PS 007 870-873

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Day Care Programs, *Early Childhood Education, *Family Programs, Family Relationship, Family Role, Family Status, *Infants, *Measurement Instruments, Research Design, Research Methodology
Identifiers—*New York City Infant Day Care Study

This report describes the methods and instruments used by the New York City Infant Day Care Study to measure: (1) the functional status of infant day care families over time and (2) the relationship of those families to existing infant day care programs and to their communities. Background information on the development and theoretical basis of the project are discussed briefly. Longitudinal data on infant day care families were collected through interviews using two parallel forms of the Profile of Family Functioning (one for two-parent families and another for single parents), administered three times during program participation (at program entry, three months later, and at program termination). (ED)

ED 107 365 PS 007 875

Healy, Margaret I.
Mundelein-HICA Early Childhood Education Project. End-of-Project Summary.

Mundelein Coll., Chicago, Ill.
Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date Dec 74
Note—36p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Achievement, Child Development, *Data Analysis, *Early Childhood Education, *Educational Disadvantage, *Experimental Programs, Ghettoes, *Home Programs, Intelligence Quotient, Intervention, Measurement Techniques, Minority Groups, Parent Education, Test Results

This summary report examines the findings of a home-based early childhood education enrichment program designed to make it possible for educationally disadvantaged children to cope effectively with the demands of American schools and society. Background information on the development and implementation of the program and a discussion of the statistical data are included. The two hypotheses tested concerned: (1) the ability of children in the project to cope with the school's and society demands on entering first grade (as measured by Stanford-Binet IQ scores and achievement test scores), and (2) their ability to adjust to and remain in school (as measured by attendance records, school achievement tests, and school grades). Results of these first comparisons of the various experimental groups of children born in 1967 and 1968 indicate support for both hypotheses. Data tables and appendixes are included. (ED)

ED 107 366 PS 007 876

Yawkey, Thomas Daniels
Play of the Young Child and Day Care Workers: A Piaget Justification.

Pub Date [73]
Note—25p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Child Development, Creative Development, *Day Care Programs, *Early Childhood Education, Elementary School Students, Emotional Development, Intellectual Development, *Learning Theories, Motor Development, *Perceptual Motor Learning, *Play, Preschool Children, Preschool Curriculum, Social Development

Identifiers—*Piaget (Jean), Symbolic Play
Coupled with justifications of nondescriptive and intuitive levels, research from Piaget's developmental theory is used to support play as a viable part of a day care curriculum. Within the context of Piaget's theory of play, three developmental stages or classifications of play are distinguished: (1) sensorimotor practice play (infants); (2) symbolic play (2 to 7 or 8 years of age); and (3) play activities with rules (7 to 11 or 12 years of age). A fourth level of play, constructive and creative play, which is neither successive nor

hierarchical, is discussed within Piaget's schema as a "transitional level." The advantages of using a rationale for play taken from developmental theory are listed; however, more research in this area is encouraged. (ED)

ED 107 367 PS 007 877

Expanding Early Education: The Extended Day Kindergarten.

Ferguson-Florissant School District, Ferguson, Mo.

Pub Date [74]
Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Child Development, *Elementary Education, *Extended School Day, Flexible Schedules, Grouping (Instructional Purposes), Home Visits, *Kindergarten, Parent Education, *Parent Participation, Parent Teacher Cooperation, *Program Descriptions, Teacher Aides

This booklet briefly describes an extended day kindergarten program designed to provide a well-rounded curriculum stressing cognitive, social, and physical development; a longer period of time daily for the child in school (four and a half to five hours instead of only three); and greater opportunity for the establishment of parent-teacher relationships. Part of the teacher's time is allocated to home visits in which the teacher discusses the child's progress and ways parents can help the child at home and at school. The three plans used in organizing the extended day schedule are outlined. General information on grouping, use of parent aides, and the establishment of the parent-teacher relationships is included. (ED)

ED 107 368 PS 007 879

Hovey, Esther
Ethnicity and Early Education. Catalog No. 128.

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Apr 75
Note—31p.

Available from—Publications Office, I.R.E.C., College of Education, University of Illinois 805 West Pennsylvania Avenue, Urbana, Illinois 61801 (Catalog No. 128, \$1.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Academic Achievement, Cultural Differences, *Cultural Education, *Cultural Pluralism, *Curriculum Development, *Early Childhood Education, Environmental Influences, *Ethnic Groups, Language Development, Minority Groups, Nature Nurture Controversy, Self Concept, Social Class, Standardized Tests

Identifiers—*United States
This article reviews the relationship between ethnicity and early academic success and examines the rationales of several ethnic groups for the education of their young children. An implication is made that "all" American children reflect cultural group diversity. It is recommended that early childhood educational programs should be available to all children and reflect their unique backgrounds and needs. Research is needed to identify the specific ethnic values that have served both in an historical and contemporary way to engender positive group identity. It is also necessary to discover effective methods of transmitting these values to young children in an early educational setting. Finally, a question is posed concerning the impact on the interpersonal relationships within the family that may result from the preschool child's participation in an ethnic-oriented learning environment. (Author/CS)

ED 107 369 95 PS 007 881

Hardy, Robert Huebner, Robert

Evaluation of Follow Through Programs by Follow Through Sponsors 1970-71. A Summary, Analysis, and Review.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 31 Dec 71
Contract—OEC-0-72-0625(286)

Note—129p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Comparative Analysis, *Early Childhood Education, Evaluation Criteria, *Evaluation Methods, Home Programs, *Models, Parent Attitudes, Program Effectiveness, *Program Evaluation, Standardized Tests
Identifiers—*Project Follow Through

This report contains a summary and analysis of the evaluation component of Project Follow Through Programs by the 1970-71 Follow Through sponsors. Part 1 (the major part of the document) is a sponsor-by-sponsor summary analysis of the 19 Follow Through Model Programs. Each summary analysis is divided into five parts: nature of the program, process measures (designed to assess processes used to accomplish pupil growth), product measures (designed to assess any aspect of pupil growth), conclusions of the sponsor, and reviewer's comments. Part 2 consists of a coded listing of the process and product variables of each of the 19 model programs and summaries of some of the program findings. Part 3 is a presentation of measures on a matrix, with the sponsors along one dimension of the matrix and the common classification system along the other dimension. (CS)

ED 107 370 PS 007 882

Child Day Care Guidelines: A Collection.

Maryland State Dept. of Health and Mental Hygiene, Baltimore.

Pub Date 29 Aug 74
Note—185p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—Annotated Bibliographies, Art Activities, Child Development, *Day Care Programs, *Early Childhood Education, *Educational Equipment, *Educational Objectives, *Learning Activities, Music Activities, Observation, Physical Environment, Play, Playground Activities, School Schedules, Science Activities, Teacher Developed Materials
Identifiers—Maryland

This document is a collection of 21 newsletters, produced by the Maryland State Department of Health and Mental Hygiene between 1964 and 1972, which cover a wide variety of activities and issues involved in day care for children, aged 2-5. The following topics are included: outdoor play, art, music, block building, science, eating, trips, readiness, scheduling, observing children, teacher expectations, and children's play. Discussions of 2-, 3-, 4-, and 5-year-olds in day care settings are presented, along with teaching suggestions, child development information, and equipment needs. Guidelines for observing children, creating effective indoor and outdoor physical environments, using trips, incorporating holidays, and coping with new children are included. Extensive bibliographies of science activities and story books are provided. (ED)

ED 107 371 PS 007 884

Wallat, Cynthia, Comp.

Early Childhood Education: Organization of Reference Topics for Use in Undergraduate Courses. ERIC 1967-Spring 1973. (A Selective Listing).

Pittsburgh Univ., Pa. Div. of Teacher Development.

Pub Date [73]

Note—204p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—*Bibliographies, *Child Development, Children, *Early Childhood Education, Educational Legislation, Environmental Influences, Infants, Learning Processes, Parent Education, Physical Health, Program Descriptions, Program Evaluation, *Resource Materials, *Teacher Education, Testing

This selective bibliography cites references pertaining to early childhood education from "Research in Education" (RIE) and "Current Index to Journals in Education" (CIJE). The bibliography is divided into three sections. The first two sections contain references from RIE and CIJE from spring 1967 through spring 1973; the last section updates the previous RIE references from spring 1973 through fall 1974. References in all three sections are listed under the following topics: Programs, Environments, Evaluation, Infants, Testing (types), Testing (evaluation), Legislation, Parent Education, Teacher Education, Physical Health, and Learning (aggression, art, color, form, attention, listening, associative/shift/transfer, cognitive, concept development, cues, discrimination, haptic, imita-

tion, modeling, language, math, mediation, memory, recall, motor, movement, music, reading, response strategies, styles, theories, time). The bibliography was compiled to be used as a resource tool in undergraduate teacher education courses. (CS)

ED 107 372 95 PS 007 895

Williams, Joanna P.

Training Kindergarten Children in Tactile-Kinesthetic Skills Assumed to Be Related to Reading. Final Report.

Pennsylvania Univ., Philadelphia.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-1-0449

Pub Date Dec 74

Grant—OEG-3-71-0124

Note—86p.; The appendix of this document has been filmed from best available copy but may reproduce poorly

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Age Differences, Discrimination Learning, Kindergarten Children, *Kinesthetic Methods, Letters (Alphabet), *Manuscript Writing (Handwriting), *Primary Education, Reading Development, *Reading Research, *Sensory Training, Sex Differences, Socioeconomic Influences, Tactile Perception, Task Performance, Visual Discrimination

In the first experiment, the development of the ability to copy alphabet letters by black males aged 3-9 (middle and low S.E.S.) was studied, using a newly-developed scoring system. In the second experiment, kindergarten children learned to associate letter names with six lower-case printed letters by the anticipation method. The addition of an active-kinesthetic training component led to performance inferior to that following purely visual or passive-kinesthetic training. The final two experiments, in which nursery school and kindergarten children were studied, compared tactile-kinesthetic training and visual discrimination training on the ability to reproduce and to discriminate letters and letter-like forms. Training effects were "specific," in that discrimination training aided performance on the discrimination posttest, and reproduction training performance. In addition, the effects of discrimination training were seen on untrained as well as trained forms, but reproduction training effects were limited to trained forms. The results of these experiments did not strongly support the claims that have been made for tactile-kinesthetic training techniques by designers of a variety of remedial programs in reading. (Author/CS)

ED 107 373 PS 007 897

Slaughter, Helen B.

Effect of Parent Involvement in an Early Intervention Program Upon Environmental Process Variables Related to Achievement.

Pub Date Apr 75

Note—34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Achievement, American Indians, Family Characteristics, Home Visits, *Interaction Process Analysis, Intervention, Language Role, Mexican Americans, Minority Groups, Negroes, Parent Child Relationship, *Parent Education, *Parent Participation, *Preschool Education, Socialization

Identifiers—PACE, Parent and Child Education Project

This study was designed to assess the extent to which certain parent-child interaction variables (particularly those concerned with socialization) and the child's language background, influenced early school achievement. Subjects were 106, 4-year-old children and their parents who participated in a compensatory preschool intervention program. The program consisted of two major elements: (1) an early education program for the children, conducted in a classroom setting five mornings per week; and (2) a parent participation and education component. Participants' racial-ethnic backgrounds were Mexican-American, black American, Yacqui Indian, and Anglo. Results indicate that the difference in parents' skills as socialization agents, regardless of the language used at home, influences achievement. (ED)

ED 107 374 95 PS 007 900

Klausmeier, Herbert J.

Conceptual Development During the School Years. Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Contract—NE-C-00-3-0065

Note—42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Abstraction Levels, Age Differences, *Cognitive Development, *Concept Formation, Developmental Psychology, *Elementary Secondary Education, Individual Differences, Learning Processes, *Longitudinal Studies, Sequential Learning, Test Results

This study tested certain implicit predictions regarding conceptual learning at each of four sequential levels of development: concrete level, identity level, classificatory level, and formal level. For this purpose, scaled batteries to assess the level of conceptual development of children, kindergarten through high school, were constructed and a cross sectional/longitudinal study was begun in 1972-73. Four batteries are used in the study, one each for the following concepts: equilateral triangle, noun, tree, and cutting tool. Each battery has seven subtests, one for each of the four levels and one for each of three uses of concepts. The subtests can be scored to determine whether an individual has attained each level and each use. In 1972-73, to start the study, 50 boys and 50 girls of each grade group (kindergarten, third, sixth, and ninth) were tested. Based on preliminary results, five critical predictions were tested: (1) concepts are attained at four successively higher levels in an invariant sequence; (2) the level of concept attainment varies among children of the same age; (3) various concepts are attained by the same children at different rates; (4) concepts learned at the successively higher levels are used in understanding supraordinate-subordinate relationships; and (5) having the name of the concept and its attributes facilitates attainment of the concept and its uses. (CS)

ED 107 375 PS 007 901

Rayder, Nicholas F. And Others

The Responsive Classroom Observation Schedule—Background and Development.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Pub Date 24 Mar 75

Note—39p.; Filmed from best available copy

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Classroom Environment, *Classroom Observation Techniques, Cognitive Development, *Cultural Differences, Cultural Pluralism, *Early Childhood Education, Language Development, *Measurement Instruments, Problem Solving, *Program Descriptions, Self Concept, Test Reliability, Training Laboratories

Identifiers—*Responsive Education Program

This report focuses on the development and implementation of a 1-day classroom observation schedule designed to evaluate the Responsive Education Program, a compensatory program of formal education for children, ages 3-9, and their families. The program is an effort to create Head Start and Follow Through programs for children who are ethnically and culturally different from white middle-class children. A complete description of the program, including its assumptions and applications in the classroom, forms the introduction to the report. A discussion of the observation schedule that has been developed follows. The instrument is based on five indepth instruments (physical arrangement of the classroom, cultural relevance, language development, development of self-concept, and problem solving) which were reduced to 70 items in question form, divided into nine sections. A 2-day workshop designed to train participants on use of the instrument is described. As a result of the workshop, some of the participants were chosen to field test the instrument; the results of this field testing form the conclusion of the report. (ED)

ED 107 376 PS 007 902

Starkey, Kathryn Boyce, James A., III

Experimenter Effect in a Study of Racial Identification by Urban Kindergarten Children.

Pub Date Apr 75

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D. C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Adult Characteristics, Age Differences, *Identification (Psychological), *Kindergarten Children, Negro Youth, *Racial Differences, Researchers, *Self Concept, Sex Differences, Urban Youth

Identifiers—Experimenter Characteristics

A total of 192 kindergarten children were randomly chosen from an urban school district. The pupils were divided equally between 5- and 6-year-olds, males and females, and blacks and whites. The four experimenters—a black female, a black male, a white female and a white male—presented five photographs to the children. The number of pictures correctly identified on a "something like me" basis, were entered in a 2x2x2x2 factorial analysis of variance. The only significant difference ($p=.003$) was the interaction between the child's race and the experimenter's sex. (Author/CS)

ED 107 377 PS 007 903

Bell, T. H.

Making Outreach Work.

Pub Date 18 Nov 74

Note—13p.; Paper presented at the Annual Meeting of the Council of Chief State School Officers (St. Thomas, Virgin Islands, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Adult Education, *Early Childhood Education, Educational Television, *Federal Programs, Home Programs, Intellectual Development, *Outreach Programs, Parent Participation, Preschool Programs, *School Community Programs, School Community Relationship

This address by Commissioner Bell highlights the need to develop a national preschool demonstration model, using available resources whenever possible, as the most effective device to encourage school systems to initiate preschool education. Two facets of the preschool demonstration model are discussed: (1) a learning program built around educational television, and (2) the importance of the neighborhood school as the curriculum development and resource center for the preschool program. A second innovative program, the Community School Project, which makes increasing use of the neighborhood school as a community center for adult instructional and service programs, is also discussed. (CS)

ED 107 378 PS 007 906

Bronson, Martha B.

Executive Competence in Preschool Children.

Pub Date 3 Apr 75

Note—124p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Classroom Observation Techniques, Evaluation, Interaction Process Analysis, Interpersonal Competence, Manuals, *Measurement Techniques, *Preschool Education, Self Concept, *Skill Development, Social Behavior, *Social Development, Test Reliability, Test Validity

This address presents a discussion of the rationale, procedures, reliability, and validity of the "Social and Nonsocial Executive Skills Profile." The skills profile was developed to identify and measure aspects of the preschool child's classroom behavior that are highly related to social and nonsocial competence. Executive competence is defined as the effectiveness of the child's skill in receiving, sorting, and processing information and in generating effective strategies for coping with a situation. The profile requires six periods of observation (three each for social and nonsocial situations), 10-15 minutes in length. The methods used to determine interobserver reliability and instrument validity are

discussed. Tentative results obtained from limited use of the profile are presented. Approximately two-thirds of the document is appendices which include the manuals for observation and scoring, the scoring booklet, and a competence rating scale designed to be completed by the child's teacher. (ED)

ED 107 379 PS 007 907

Fellenz, Peter And Others

National Home Start Evaluation. Interim Report 4: Program Analysis.

Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date Feb 74

Note—125p.; For other reports in this study, see ED 069 439-441, 091 074, 091 081, 092 225-229, and PS 007 908

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Demography, *Disadvantaged Youth, *Home Programs, Home Visits, Interaction Process Analysis, Interviews, Measurement Techniques, Observation, *Preschool Education, Program Costs, *Program Descriptions, *Program Evaluation, Research Design
Identifiers—*Project Home Start

This report, the fourth in a series of evaluations for Home Start planners and administrators, presents an analysis of the Home Start program operation during the fall of 1973 and a description of the data base being developed for the forthcoming cost-effects analysis. The first chapter is an executive summary of the interim findings and future study issues. Subsequent chapters include discussions of the three major program dimensions of demographics, treatment (a typical home visit, most frequent interaction patterns, and methods of determining effectiveness of treatment), and costs. Data collected from interviews, observations and records at the 16 Home Start sites are summarized briefly for each dimension. Data tables and an appendix containing supportive information are included. (ED)

ED 107 380 PS 007 908

Deloria, Dennis And Others

The National Home Start Evaluation. Interim Report 4: Summative Evaluation Results.

Abt Associates, Inc. Cambridge, Mass.; High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.
Pub Date 14 Jun 74

Note—375p.; For other reports in this study, see ED 069 439-441, 091 074, 091 081, 092 225-229, and PS 007 907

EDRS Price MF-\$0.76 HC-\$18.40 PLUS POSTAGE

Descriptors—Data Analysis, Data Collection, Family Characteristics, *Home Programs, Interviews, Manuals, *Measurement Techniques, Observation, Physical Characteristics, *Preschool Education, *Program Evaluation, Psychological Characteristics, Research Design, Statistical Analysis
Identifiers—*Project Home Start

This report presents summary analyses of descriptive and comparative data collected during the 1973 Home Start evaluation project. The data presented were collected at 6 of the 16 Home Start sites, from three experimental groups of families (those entering the Home Start and Head Start programs in fall 1973 and those identified to enter Home Start programs in fall 1974). The families were looked at in three ways: (1) descriptively, to identify characteristics that are important in relation to some standards or norms; (2) comparatively, to determine whether the Home Start and Head Start programs serve similar populations; and (3) comparatively, to judge the success of the randomization procedures used to assign families to Home Start or delayed-entry control groups. The overall results of these three analyses are summarized first, then the summaries of each instrument are presented. Ten measures were included in the battery: two children's tests, two child rating scales completed by adults, one mother rating scale completed by the community interviewer, three parent questionnaires, a parent-child interaction measure, and child height and weight.

Data tables and appendices (field procedures and coding manuals) comprise approximately one-half of the document. (ED)

ED 107 381 PS 007 924

Schweinhart, Lawrence J.

Word Meaning in Human Development.

Pub Date Apr 74

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Behavior Theories, *Cognitive Development, *Early Childhood Education, Educational Theories, *Language Development, Linguistic Theory, Literature Reviews, Neurolinguistics, Reading Development, Reading Skills, *Research Problems, *Semantics, Transformation Theory (Language)

This paper reviews the psychological theories and research which deal with the meaning of words in the course of human psychological development. The three major premises of the review are: (1) that word meaning is conducive to empirical study, (2) that rules can be produced that apply to most word meanings, and (3) that human development has implications for the qualities shared by human word meanings. Four psychological approaches to word meaning are identified, discussed, and compared: behaviorist, signal-systems, cognitive, and linguistic. The various theories and empirical research findings which support each approach are examined in detail; common elements are summarized. Implications for research are suggested, and implications for early education (pre-reading), later education (including reading), and testing are considered for each approach. (Author/ED)

ED 107 382 PS 007 930

Seitamo, Leila

Scholastic Learning Problems of Skolt Lapp Children: Intellectual and Motivational Readiness, School Achievement and Official Plans for Schooling.

Pub Date [74]

Note—26p.; Paper presented at the Annual Meeting of the International Association for Child Psychiatry and Allied Professions (8th, Philadelphia, Pa., 1974); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Academic Achievement, Behavior Patterns, *Biculturalism, Bilingual Education, Cultural Differences, Culture Conflict, *Elementary Secondary Education, *Foreign Countries, *Intellectual Development, Intelligence Quotient, *Learning Readiness, Minority Group Children, Motivation, School Attitudes, Sex Differences, Test Results
Identifiers—*Finland, Skolt Lapps

This paper presents a study of the educational problems of the Skolt Lapp children living in Finland. (The Skolt Lapps have a distinctively different culture from the rest of the Finnish people.) The study was designed to define: (1) to what degree cultural factors affect the educational readiness (intellectual functions, school motivation, and patterns of work habits) of these children, and (2) to what degree these cultural factors affect school achievement. Data collected on Skolt children, ages 6-15, were compared with data from a sample of Finnish children. Measures included intelligence tests, scales rated by teachers, children and parents, children's drawings, projective tests, half-open interviews, and observations. Recent developments in the education of the Lapps in Finland are discussed, including the general outlines of suggested bills and statutes drawn up by various committees. The reforms will attempt to grant the Lappish language the position of an official language and language of instruction at all levels in schools, and encourage the development of curricula based on a Lappish cultural background. (ED)

ED 107 383 PS 007 975

Final Evaluation of the Three Year Project of the Mecklenburg County Department of Social Services Agency Operated Child Development-Day Care Program.

Mecklenburg County Dept. of Social Services, Charlotte, N.C.
Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—PB-236-622

Pub Date May 72

Note—78p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. PB-236 622, MF-\$2.25; HC-\$4.75)

Document Not Available from EDRS.

Descriptors—Child Development, Classroom Observation Techniques, *Day Care Programs, *Disadvantaged Youth, *Early Childhood Education, Inservice Teacher Education, Interagency Cooperation, Parent Child Relationship, Parent Education, Parent Participation, *Preschool Children, *Program Evaluation, Records (Forms), Staff Improvement
Identifiers—Mecklenburg County, North Carolina

This document contains a brief report on the development of a county-wide day care program which serves more than 400 children at 12 facilities in housing projects or churches in both black and white low income communities. The report describes the initial project development, the physical facilities, and progress made at staff development and parental interest. The program includes supplemental parental care, developmental and educational experiences, parent and community involvement, and the use of community services such as casework, medical care, homemaker, and child welfare services. More than one-half of the document is made up of forms, guides, and guidelines which are being used by both teachers and parents in the project. Included are home-visit and in-school report and evaluation forms, suggestions and guidelines for teachers to use in observing and recording child behavior and development, a list of books for teachers, and guidelines for parents' classroom visitation and observation. (ED)

ED 107 384 PS 007 976

Wilcoxon, Reba, Ed.

Demonstration and Research Center for Early Education (DARCEE).

George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.

Spons Agency—Office of Economic Opportunity, Washington, D.C.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Report No.—PB-236-508

Pub Date [68]

Note—27p.

Available from—National Technical Information Service, 5285 Port Royal Road, Springfield, Virginia 22161 (Order No. PB-236 508; MF-\$2.25, HC-\$3.75)

Document Not Available from EDRS.

Descriptors—*Child Development, Cognitive Development, Demonstration Projects, *Disadvantaged Youth, *Early Childhood Education, Economic Disadvantage, Educational Disadvantage, Educational Research, Emotional Development, Home Programs, Parent Education, *Preschool Children, *Program Descriptions, Research Projects
Identifiers—DARCEE, *Demonstration Research Center for Early Education, Tennessee

This booklet briefly describes the activities of the Demonstration and Research Center for Early Education (DARCEE), including the basic philosophy of the DARCEE approach, the application of that philosophy in the classroom, the three different classroom training centers, the intervention program, and research and training programs. The purpose of DARCEE (which was established in 1966), is to answer questions about the cognitive and emotional development of the young child through basic and applied research with special emphasis on overcoming the learning deficiencies of disadvantaged urban and rural children under 6, using structured instruction and programmed reinforcement schedule in the classroom and intervention programs in the community. (ED)

ED 107 385 PS 007 999

Scott, Ralph Kobes, David A.

The Influence of Family Size on Learning Readiness Patterns of Socioeconomically Disadvantaged Preschool Blacks.

University of Northern Iowa, Cedar Falls.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Bureau No.—BR-6-8526

Pub Date [74]

Grant—OEG-0-8-055780-2937; OEG-3-7-

068526-2086

Note—11p.; For related document, see PS 007 867

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Concept Formation, Educational Assessment, Expressive Language, *Family Influence, Memory, *Negro Youth, Preschool Children, *Preschool Education, *Readiness (Mental), Skill Development, *Socioeconomic Influences, Standardized Tests Identifiers—*Family Size

Preschool readiness measures were secured on 35 pairs of disadvantaged 2- to 3-year-old lower SES black children, representing large and small families, to determine the impact of family size on readiness profiles. The findings reveal that blacks from small families achieved significantly higher scores on 3 of the 9 skill areas: Visual Memory, Expressive Language, and Expressive Concepts. The results were reviewed in the context of Inhelder-Piaget formulations concerning the early growth of the intellect, which provide a possible explanation of how intrafamily dynamics may depress the learning of black lower SES preschool children. It is suggested that replication and longitudinal studies are needed to better ascertain the long-term social and educational implications of these findings. (Author/CS)

RC**ED 107 386 RC 008 504**

Dunkelberger, J. E. Stuart, Nina G. Educational Goals of Northeast Alabama High School Seniors: An Historical Comparison. Auburn Univ., Ala. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C. Report No.—USDA-CSRS-S-81 Pub Date Apr 74

Note—28p.; Paper presented at the Annual Meeting of the Alabama Academy of Science (Birmingham, Alabama, April 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Aspiration, Changing Attitudes, Comparative Analysis, Educational Interest, *Educational Objectives, *Expectation, Females, *High School Students, Males, *Rural Areas, Seniors, Sex Differences, Status Need, Tables (Data), Trend Analysis, Values Identifiers—Alabama, *Appalachia

Using questionnaire derived data from randomly selected Northeast Alabama high schools, an historical comparison was made of the educational goals of 924 seniors in 1966 (19 schools) and 918 seniors in 1972 (15 of the same schools). Differences in the status projections of 1966 youth (438 males and 486 females) and their 1972 counterparts (470 males and 448 females) were made on the basis of sex. Research objectives were to determine: (1) the nature and extent of patterns of change relative to educational status goals and (2) the influence of place of residence on change in educational status orientations. Compared by year, the educational orientations of male and female respondents were tabulated for five orientation dimensions (aspiration, expectation, goal deflection, intensity of aspiration, and certainty of expectation) and for the same dimensions with reference to place of residence. Findings indicated that between 1966 and 1972: educational aspirations had significantly declined; the value placed on education had substantially declined; the certainty of achievement of educational expectations had lessened; the 1972 male respondents had experienced less incongruence between their educational aspirations and expectations than had 1972 females; and the downward change had persisted regardless of residence type. (JC)

ED 107 387 RC 008 505

Stuart, Nina G. Dunkelberger, J. E. Residential Projections of Northeast Alabama Youth: A Historical Comparison. Auburn Univ., Ala. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C. Report No.—USDA-CSRS-S-81 Pub Date Mar 74

Note—13p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, March 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Aspiration, Caucasians, Changing Attitudes, Comparative Analysis, *Expectation, Females, Goal Orientation, Males, Municipalities, Negroes, Racial Differences, *Residential Patterns, *Rural Youth, Sex Differences, *Statistical Analysis, Tables (Data), Trend Analysis, Urban Areas

Identifiers—*Alabama, Appalachia

Composed entirely of statistical tables, this report documents historical change in the residential projections of Northeast Alabama youth. Comparing 1968 data with 1972 data, tabulations are presented by race (black and white), sex, and place of residence (large city, small city, town and village, open country nonfarm and farm) for the following orientational dimensions: (1) residential aspirations; (2) residential expectations; (3) residential goal deflection (rural to urban and urban to rural, intraurban, and intrarural); (4) intensity of residential aspirations (rank importance on a 1 to 7 scale); and (5) certainty of residential expectations (very sure, sure, not very sure, uncertain, very uncertain). Tabular summaries are presented for each of the five dimensions by race, sex, and place of residence. (JC)

ED 107 388 RC 008 506

Dunkelberger, J. E. Marital and Procreative Projections of Northeast Alabama Youth: A Historical Comparison, 1966-1972. Auburn Univ., Ala. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C. Report No.—USDA-CSRS-S-81 Pub Date Feb 75

Note—9p.; Information presented in a Panel Discussion before the Rural Sociology Section, Southern Association of Agricultural Scientists (New Orleans, Louisiana, February 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Aspiration, *Attitudes, Caucasians, Children, Comparative Analysis, Expectation, *Family Planning, High School Students, *Marriage, *Reproduction (Biology), *Rural Youth, Seniors, Social Values, Speeches, Trend Analysis, Working Women

Identifiers—Alabama, *Appalachia

As part of a larger effort to determine marital and procreative trends in the South, an historical comparison was made of two samples of Northeast Alabama high school seniors. Similar questionnaires were group administered to all seniors present on the prescribed contact day in 19 randomly selected high schools in 1966 and again in 1972. The study population was predominantly white residing in rural areas and small towns (Cherokee, DeKalb, Jackson, and Marshall Counties). Questionnaire items included the following components: (1) Desired age at marriage; (2) Desired number of children; (3) Desires as to wife working after marriage; (4) Attitude toward women working with no small children in the family; (5) Importance of marriage and family in the value structure; and (6) Attitude toward a mother working if the family could use the money for necessities. Findings indicated that the attitudes of youth in the more current of the two samples were different from their predecessors on most variables considered, as they were oriented toward younger marriages and smaller families, and they accepted and approved the working wife and mother. It was found that the acceptance of urbanized attitudes and values was widespread, and it was projected that this will continue to be the case, particularly as additional employment opportunities for women develop in rural areas. (JC)

ED 107 389 RC 008 511

Thomas, Sharon N., Comp. Culture Based Curriculum for Young Indian Children.

Pub Date 75 Note—342p.; Printed 1972, 1973, and 1975 Available from—Randers Publications and Sales, P.O. Box 2502, Salt Lake City, Utah 84110 (\$15.00)

Document Not Available from EDRS.

Descriptors—*American Indians, Art, Bibliographies, Community Resources, Concept Formation, Cultural Awareness, Cultural Background, *Cultural Education, *Curriculum Guides, Dramatic Play, *Early Childhood Education, Educational History, Food, Language Arts, *Lesson Plans, Music, Nutrition, Resource Guides, Social Studies

Designed as a resource and curriculum guide for early childhood educators, this publication encompasses both American Indian sociocultural background and culture based lesson plans and activities. Indicative of its organization and scope are the comprehensive chapters devoted to discussions of: (1) the historical failure of Indian education; (2) the need for culturally relevant education; (3) the special problems in Indian education with reference to the unique cultural orientation of Indian children; (4) the common misconceptions about Indians and the nature of Federal and tribal organizations; and (5) the cultural value of local resources and culturally relevant field trips. Additionally, comprehensive lesson plans and activities are provided by chapter for the following: art, language and concept development, music, science, Indian foods and nutrition, play, and social studies. Provided in conjunction with the lesson plans are numerous songs, lullabies, culture based finger plays, poems, original stories, and stories based on Indian legends, as well as activities developed around sandpainting, dramatic play, natural dyes, Indian food recipes, dance, plant identification and use, etc. Also included is an extensive bibliography of books, records, pictures, filmstrips, and films about American Indians. (JC)

ED 107 390 RC 008 517

Axinn, George H. Rural Renaissance—A Perspective and a Process. Pub Date 6 Dec 74

Note—20p.; Paper presented at the International Conference of the East-West Communication Institute on Integrated Communication for Rural Development (3rd, Honolulu, Hawaii, December 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Agriculture, *Change Agents, Definitions, Futures (of Society), Global Approach, Group Norms, *Interaction, Organization, *Rural Areas, Rural Development, *Social Systems, Speeches, *Theories, Values Identifiers—Africa, Asia, Latin America, *Rural Renaissance

If the path to a better rural life is to be a change preferred by the rural people involved, recent world experience would suggest that it must be a change born from within the given rural social system, be controlled by its beneficiaries, and be integrated into the larger system of which it is a part. Such a perspective and such a process might be labeled "rural renaissance," for as perspective, it gives priority to the view of the farming family, and as process, it draws initiative and energy from that same family. Rural renaissance, then, may be defined as the marriage between traditional patterns (values, norms, technologies, and behavior) and those innovative patterns which result in the birth of change. Since values and beliefs vary from one social system to another, interaction between a rural renaissance stimulation system (outsiders) and a rural renaissance acquisition system (insiders) should facilitate positive change, if consideration is given by both outsiders and insiders to questions of appropriate organization, doctrine, leadership, programs, resources, and linkage systems. The larger rural renaissance stimulation system, then, would be a world wide network of interacting people who are able to learn from each other in the universal quest for improvement of the human condition. (JC)

ED 107 391 RC 008 519

Kelly, Philip L. The Chicano and the Meaning of Mexico. Pub Date Jun 75

Note—43p.; Paper presented at the Annual Meeting of the Rocky Mountain Council for Latin American Studies (Glendale, Arizona, 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Attitudes, Cultural Background, Cultural Differences, Culture Conflict, *Foreign Relations, Foreign Workers, Government Role, *Intergroup Relations, *Mexican Americans, Mexicans, Political Attitudes, *Social Problems, *Socioeconomic Influences Identifiers—*Chicanos, Mexico

Two essential goals of the Chicano are: (1) achieving cultural pluralism and (2) equal opportunity. Success in achieving these aims will depend partly on the Chicano's uniqueness as a multinational person. Mexico's presence is of utmost importance for this endeavor. However,

having a former homeland adjacent has not provided an example or inspiration to Chicanos for overcoming their problems in the United States. Mexico has offered the Mexican American very little direct assistance toward attaining his aims since the average Mexican is also poverty-stricken and preoccupied with physical survival, his government is largely disinterested in Mexican Americans, and the inter-American political scene is not conducive to intervention in the northern neighbors' affairs. Furthermore, the Chicano has not seriously sought the republic's direct support. Handicapped by low educational attainment and depressed conditions in health, housing, employment, and political influence, Mexican Americans tend to be preoccupied with local problems and programs. Yet, Mexico represents a cultural image or symbol on which the Chicano can anchor his Hispanic-mestizo personality. The Chicano can utilize his cross-national identity as a counterpoise between Anglo America and Latin America. Therefore, Mexican Americans should initiate a new and more positive association with Mexico and other Latin American republics. (NQ)

ED 107 392 RC 008 520

Carlile, Collin

The Lummi Indian Demonstration Project.

Washington State Dept. of Social and Health Services, Olympia.

Report No.—11-P-5794/0-03

Pub Date 73

Note—152p.

Available from—Inter-Library Loan, Washington State Library, Olympia, Washington

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—American Indians, *Citizen Participation, *Community Services, Cultural Differences, *Demonstration Projects, Depressed Areas (Geographic), Economically Disadvantaged, Low Income Groups, *Reservations (Indian), Social Isolation, *Social Services, Social Welfare, Sociocultural Patterns, Welfare Services

Identifiers—*Lummi, Washington

Purpose of the Lummi Indian Demonstration Project was to improve the efficiency and utilization of services by locating a Department of Social and Health Services office on the Lummi Indian Reservation, involving Indians as project staff, and identifying and utilizing social welfare resources. Among its activities were to: establish a career ladder specifically designed to train and promote Indian personnel; assist the Lummi to define their needs and goals, to participate in the planning and development of a community-wide social welfare program, and to use local, state, and Federal systems to their optimal advantage; serve as an interpreter and catalyst in helping social agencies in the larger community to better appreciate and understand the Indian community; and promote a recognition and understanding of Indian values in the delivery of welfare services. The project was evaluated by documenting activity patterns and results by subjective observation, coupled with selected findings from a comparison study of a similar Indian population without comparable project resources. Some findings were: (1) locating an office on the reservation resulted in increased usage of available departmental services, more contacts per case, and more rapid caseload change; and (2) involvement of tribal representatives with project staff gave Indians additional opportunities to cope with bureaucratic systems in meeting their needs. (Author/NQ)

ED 107 393 RC 008 521

Spencer, Barbara G. Windham, Gerald O.

Occupational Prestige Among the Choctaw Indians.

Mississippi Agricultural Experiment Station, State College.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—USDA-CSRS-S-81

Pub Date 20 Apr 74

Note—24p.; Paper presented at the Annual Meeting of the Southern Sociological Society (Atlanta, Georgia, April 1974). For related document, see ED 096 082

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Acculturation, *American Indians, *Correlation, Evaluation Methods, Expectation,

*National Norms, *Occupational Aspiration, Parental Aspiration, Reservations (Indian), Role Models, *Rural Areas, Social Isolation Identifiers—*Choctaws, Duncan Socioeconomic Index, Mississippi

Since some critics have proposed that correlations between crosscultural comparisons of high prestige occupations and standard occupational indexes might prove lower if larger numbers of occupation titles were compared and if nonurban populations were studied, the occupational prestige evaluations of a rural isolated group of American Indians were studied. A panel of seven judges, all of whom were Mississippi Choctaw Indians and Bureau of Indian Affairs or Tribal administrators, were asked to rank 94 occupation titles (derived from a sample of Choctaw high school students who had previously indicated that these titles reflected their: occupational aspirations or expectations, parent's aspirations for them, and role model's or family breadwinner's occupations). Working independently, each panel member ranked the positions from low to high using the criteria of education, responsibility, attractiveness, reward, security, and general prestige. When compared via an analysis variance test with the prestige scores of matching occupation titles in the Duncan Socioeconomic Index, the index revealed significant differences. The product moment correlation (.78) was lower than would be expected between a subsociety and its dominant society. Considerations of occupation relevance and accessibility and the Choctaw cultural isolation seem to have influenced the variations found. (JC)

ED 107 394 RC 008 522

Sollie, Ray Lightsey, Mike

Perceived Occupational Goal Blocks of Southern Youth.

Mississippi Agricultural Experiment Station, State College.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—USDA-CSRS-S-81

Pub Date Feb 75

Note—14p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists (New Orleans, Louisiana, February 1975). For related document, see ED 094 914

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Caucasian Students, *Comparative Analysis, Females, Males, *Negro Youth, *Occupational Aspiration, Occupational Mobility, Perception, Residential Patterns, *Rural Areas, Sex Differences, Southern States, Young Adults Identifiers—*Goal Blocks

The perceived occupational goal blocks of 614 employed young adults from five Southern States were examined in 1972 and compared with goal deflection data derived from the same sample in 1966. Respondents were asked to rate 10 goal block items on a 1 to 4 scale. These 10 items were ranked according to total scores and percentages of possible high scores for each item. Utilizing 1966 data, perceived occupational goal block scores for three sample subsets (race, sex, and residence) were computed and then compared with scores of the total sample. In order to see how all respondents rated goal blocks by type and to see if the same relationship held for each of the subset samples, the 10 item list was grouped into three categories (Personal, Enabling, and Structural). Additionally, the relationship between perceived occupational goal blocks and occupational goal deflection (determined via comparison of 1966 and 1972 data) were examined. Findings indicated that perception of goal blocks varied for different groups and by goal types, and that no relationship existed between occupational goal deflection and perceived occupational goal blocks. Race appeared to be the most consistent differentiating factor, for blacks perceived Personal goal block items as critical, 75 percent perceiving their own intelligence as a negative factor in terms of desired occupation. (JC)

ED 107 395 RC 008 523

MacMillan, James A. And Others

Benefits and Costs of Manpower Services in the Interlake Rural Development Area. Research Bulletin No. 72-1.

Manitoba Univ., Winnipeg. Dept. of Agricultural and Farm Management.

Pub Date Mar 72

Grant—RB-72-1

Note—165p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—American Indians, Comparative Analysis, *Cost Effectiveness, Data Bases, Economically Disadvantaged, Employment, Farm Management, Industrial Training, Job Placement, Job Training, *Manpower Development, *Program Evaluation, Relocation, *Rural Development, Social Services, *Tables (Data), Vocational Education

Identifiers—Canada, *Interlake, Manitoba

Research objectives were to: determine the impact of selected manpower programs on the Interlake area of Manitoba, employing a benefit-cost analysis; measure the differential effects of manpower services; produce a data base on characteristics of the unemployed and underemployed; and compare the long run benefits of manpower, capital improvements, and social service input. After determining 12 types of manpower services available, a service group (63 percent response) and a randomly selected norm group (43 percent response) were interviewed via questionnaire for comparative information on: (1) mechanisms most used in seeking jobs; (2) relocation preferences; (3) base period and exposure period; and (4) benefits and costs of manpower services. Some significant findings were: industrial, farm management, and vocational and special training were of greatest benefit to the trained client; base year level of earnings and level of weeks employed were the most important characteristics determining the level of income benefits from non-agricultural services; there was a potential for reducing unmet client needs with improved mobility and placement services; client characteristics indicated the disadvantaged were being served, particularly American Indians; and manpower services had increased employment and earnings for most groups. (JC)

ED 107 396 08 RC 008 524

Leonard, Joycelyn

Para-Professional Training in Adult Education at Gila River Indian Community.

Gila River Indian Community, Sacaton, Ariz.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Adult Education Programs.

Pub Date Jan 75

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Adult Education, *American Indians, Community Education, Community Involvement, Educational Objectives, Evaluation Methods, Individualized Instruction, Inservice Teaching, Interaction, Process, Analysis, *Para-professional School Personnel, Post Testing, Pretesting, *Program Descriptions, Record-keeping, Recruitment, *Training Techniques Identifiers—*Gila River Reservation

Major goals of the Gila River Adult Basic Education Experimental Demonstration Project in this program description are identified as: (1) improving the academic skills of hard-to-reach adult dropouts and (2) training non-degreed local residents (people 19 years old or older with an 8th grade performance level) to recruit, counsel, and teach program participants. Description of the tutors' 6 week pre-service training period details: (1) Program Orientation (project goals); (2) Individual Study Prescriptions (via standardized pre- and post testing); (3) Academic Theory and Practical Application; (4) Recruitment and Reporting Procedures (emphasis on speech and persuasive techniques); and (5) Interaction Analysis (Ned Flinders System). Program implementation is described as involving each tutor 1 day a week in the learning center under direction of a professional teacher-counselor and 1 afternoon a week in an inservice training and staff meeting; wherein, the tutor's daily logs and weekly reports are presented to the professionals. Evaluation procedures are described as both internal (by professionals, para-professionals, and program participants) and external (by an outside, independent evaluator who develops criteria, visits the site, makes progress reports, and evaluates the project at the end of the program year). (JC)

ED 107 397 RC 008 525

Fernandez, Edward W. Cresce, Arthur

Persons of Spanish Origin in the United States: March 1974. Population Characteristics, Current Population Reports. Series P-20, No. 280.

140 Document Resumes

Bureau of the Census (DOC), Suitland, Md.
Population Div.

Report No.—Series-P-20-280

Pub Date Apr 75

Note—54p.; For related documents, see ED 096 075, 091 119, 082 971, 075 143 and 047 849

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 or Department of Commerce district offices (Series P-20, No. 280, \$1.15)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Academic Achievement, Age, *Census Figures, Cubans, *Demography, Employment, *Ethnic Origins, Family Characteristics, Income, Marital Status, Mexican Americans, National Surveys, *Population Trends, Puerto Ricans, Residence Requirements, *Spanish Culture

A statistical description of the Spanish origin population in the United States is presented. Data were obtained in March 1974 in the Current Population Survey of the Bureau of the Census. The statistics pertain to such population characteristics as size, composition, age, residence, marital status, educational attainment, employment status, occupation, and income. The report emphasizes the quantitative aspects of these characteristics and stresses comparisons between the Spanish origin population and the total United States population, and between the sub-categories of Spanish origin (Mexican, Puerto Rican, Cuban, Central or South American, and other Spanish origin). Reliability of the estimates is discussed. (NQ)

ED 107 398 95 RC 008 526

So That All Indian Children Will Have Equal Educational Opportunity, Volume 1. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.

ACKCO, Inc., Boulder, Colo.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Small Business Administration, Washington, D.C.

Pub Date Sep 74

Contract—OEC-0-74-2089

Note—231p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—*American Indians, Community Involvement, *Educational Assessment, Educational Equality, Educational Finance, *Educational Legislation, *Federal Programs, Financial Policy, Futures (of Society), History, Individual Power, Management, *Relevance (Education), Socioeconomic Influences

The House Committee on Appropriations requested the U.S. Office of Education (USOE) and the Bureau of Indian Affairs (BIA) to review the: Impact-Aid Program, Johnson-O'Malley Program, Indian Education Act, and Elementary and Secondary Education Act Title I. ACKCO, Inc. a private Indian-owned professional service firm, was contracted to examine these major educational programs which provides funds for the education of American Indian children in public schools and to recommend changes so that all Indian children will have an equal educational opportunity. The programs were viewed from four different perspectives: (1) legislative-history, intent, and implementation; (2) management-capabilities of the respective agencies handling these programs; (3) fiscal-compliance with rules and regulations, accounting procedures, and relationships of Federal, State, and local funding sources; and (4) the program-attitudes of parent advisory council members, administrators, and teachers toward program success, emphasis, and relevance. The final report is contained in 3 volumes. Volume 1 covers: (1) the study's background, purpose, organization, and procedures; (2) the basic issues in education with respect to educational effectiveness, community participation, school finance, and management in education; and (3) the past, present, and future of Indian education. (NQ)

ED 107 399 95 RC 008 527

So That All Indian Children Will Have Equal Educational Opportunity, Volume 2. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.

ACKCO, Inc., Boulder, Colo.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Small Business Administration, Washington, D.C.

Pub Date Sep 74

Note—300p.

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—Administrative Agencies, Agency Role, *American Indians, Attitudes, *Educational Assessment, Educational Equality, *Educational Legislation, *Federal Programs, Financial Policy, Management, Parent School Relationship, Program Effectiveness, *Relevance (Education), Tables (Data)

Volume 2 of a 3-volume report presents the major findings and discussions of ACKCO, Inc.'s legislative review and empirical research of the Impact-Aid Program, Johnson-O'Malley (JOM) Program, Indian Education Act, and Elementary and Secondary Education Act Title I. The empirical findings, which form the basis for most of the conclusions and recommendations, are from the fiscal, management, and program studies. Among these findings are: (1) Indian children are not receiving an adequate share of Title I funds to meet their needs; (2) the JOM Act had not been used as extensively as it could and should be due to the BIA's interpretation of the Act; (3) a great difference existed in the money appropriated for BIA education and the money actually spent per pupil in BIA schools; and (4) existing methods of school financing have neither assured that Indian children receive an equalized per pupil expenditure nor that they are provided an adequate basic education program. Recommendations are also given for Titles I and IV, P.L. 874, JOM, and the SEA. Results of the surveys of parent advisory committees and of business community attitudes toward the educational program are also included. A discussion is presented on the degree of success of these programs in meeting the Indian educational needs. (NQ)

ED 107 400 95 RC 008 528

So That All Indian Children Will Have Equal Educational Opportunity, Volume 3. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.

ACKCO, Inc., Boulder, Colo.

Spons Agency—Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Office of Education (DHEW), Washington, D.C.; Small Business Administration, Washington, D.C.

Pub Date Sep 74

Contract—OEC-0-74-2089

Note—263p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—Administrative Agencies, Agency Role, *American Indians, *Educational Assessment, Educational Equality, Educational Finance, *Educational Legislation, *Federal Programs, Financial Policy, Management, Program Effectiveness, Questionnaires, *Relevance (Education), Resource Allocations, Statistical Data

Volume 3 of the 3-volume report by ACKCO, Inc. presents various appendices pertaining to the legislative review and the fiscal, management, and program studies conducted by ACKCO, Inc. to review the Impact-Aid Program, Johnson-O'Malley Program, Indian Education Act, and the Elementary and Secondary Education Act Title I. A chronological summary of the principal Federal legislation affecting education from 1777 to 1974 is given. Findings for each of the various sites visited are discussed. The appendices include: (1) charts of rating summaries by funding source within organizational level; (2) diagrams illustrating the flow of funds to the various sites which were visited; (3) recommendations and/or comments offered by some of the personnel who were interviewed during the field visits; (4) management profile of the sampled State Education Agency Planning Units; (5) fiscal compliance ratings based on generally accepted auditing procedures and on the rules and regulations of the laws being considered; (6) charts of revenue by source and site, schedule of Federally-sponsored programs, and expenditures by function and site; (7) scale content for program questionnaires, sample descriptions, and an analysis of program data at a single site; and (8) a review of the Bureau of Indian Affairs. Listings of abbreviations used, legal cases, and a selected bibliography are also given. (NQ)

ED 107 401 95 RC 008 529

Lawrence, Sheldon L.
Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, and Coconino -- 1971/72.

Arizona State Dept. of Library and Archives, Phoenix.

Spons Agency—Four Corners Regional Commission, Farmington, N. Mex.

Pub Date Jul 72

Note—35p.; For related document, see ED 054 811

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*American Indians, Bookmobiles, Expenditures, Library Materials, *Library Services, *Mobile Educational Services, *Outreach Programs, Public Libraries, *Reading Materials, Reservations (Indian)

Objective of the Four Corners Mobile Library Project, which has been in operation for over 2 years, is to adequately and effectively meet the informational needs of the area. During 1971-72, the Four Corners Bookmobile service on the Navajo and Hopi Reservations was expanded to include an additional bookmobile and 3 additional staff members to serve the increased informational and recreational reading interests of those living in the project's area. The 2 bookmobiles in operation were able to provide more adequate service in the form of more frequent visits, better staffing, and a resulting higher quality of service. With the added staff, facilities, and equipment, it was possible to provide a wider variety of services to the area's residents. This was evident with the rising number of users and the increasing rate of special requests for materials not on the bookmobiles. Efforts were made to reach more non-users in order to meet the project's objective. This 1971-72 final report discusses the project's physical facilities, staff activities, collections, circulation, special programs, communications, public relations and publicity, consultant services, and fiscal information. Publicity samples, circulation statistics, fiscal report and inventory, and samples of bookmobile schedules are given in the appendices. (NQ)

ED 107 402 95 RC 008 530

Lawrence, Sheldon L.

Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, & Coconino Counties -- 1972/73.

Arizona State Dept. of Library and Archives, Phoenix.

Spons Agency—Four Corners Regional Commission, Farmington, N. Mex.

Pub Date Jul 73

Note—36p.; For related document, see ED 054 811

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*American Indians, Bookmobiles, Expenditures, Library Materials, *Library Services, *Mobile Educational Services, *Outreach Programs, Public Libraries, *Reading Materials, Reservations (Indian)

The Four Corners Mobile Library Project is a cooperative project between the Four Corners Regional Commission and the Arizona Department of Library and Archives. Ending its third year of operation, the project has proven to be a valuable adjunct to the somewhat meager educational and recreational resources available to the residents of this region. This has been shown by the constant increase in the amount of materials borrowed. During 1972-73, there were 2 bookmobiles in operation. This allowed an increased number of stops and a continued expansion and improvement of the overall program. This final report discusses the project's activities during 1972-73. Topics covered include the project's physical facilities, staff activities, collections, circulation, special programs, communications, public relations and publicity, consultant services, fiscal information, and developments. The appendices include publicity samples, circulation statistics, fiscal report, inventory of equipment, and samples of bookmobile schedules. (NQ)

ED 107 403 95 RC 008 531

The Land Is Our Mother. A Summary, Statewide Indian Land Use and Policy Meeting (Crow Agency, Montana, November 14-15, 1974).

Crow Land and Livestock Association, Mont.; Montana State Univ., Bozeman. Cooperative Extension Service.

Pub Date 15 Nov 74

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*American Indians, Conference Reports, Economic Development, *Land Use,

Legislation, Management, Natural Resources, Philosophy, *Policy, Political Issues, *Political Power, Problems, *Reservations (Indian), State Agencies, State Schools, Water Resources
 Identifiers—Montana, Wyoming

Summarized in this brief report are proceedings of the Statewide Indian Land Use Policy Meeting, a meeting planned by American Indians in response to their perceptions of constraints on effective management of Indian lands and one which drew 135 people, including representatives from every reservation in Montana and Wyoming. This booklet outlines: (1) concerns and situations which led to the meeting; (2) activities prior to the meeting; (3) pertinent participant comments; (4) follow-up activities; (5) resolutions; and (6) participant and resource staff names and affiliations. Representative statements are reported covering such issues as: Indian land philosophy; problems of urban relocation and imported reservation industry; responsibilities of the Bureau of Indian Affairs and the Indian people; loss of Indian lands via individual sales; Indian legal needs; tribal court capabilities; zoning; Indian jurisdiction; agricultural development; credit; Indian representation in government agencies; water rights; soil surveys; land use ordinances; policy implementation plans, etc. The resolutions which are reported call for Indian jurisdiction over lands within the boundaries of Indian reservations and the exchange of state school lands for public domain lands outside the reservation or legislation leading to Indian control over state school lands within reservation boundaries. (JC)

ED 107 404 RC 008 532
 Unwin, Richard

The Story of Self-Help Enterprises (SHE). A History of Self-Help Housing in the San Joaquin Valley.

Self-Help Enterprises, Visalia, Calif.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 74

Note—32p.

Available from—Self-Help Enterprises, 220 South Bridge Street, Visalia, CA 93277 (\$2.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Financial Support, Housing Needs, Housing Opportunities, Low Income Groups, Organizations (Groups), *Program Descriptions, *Public Housing, Resource Allocations, *Rural Population, *Self Help Programs
 Identifiers—California, *Self Help Enterprises, SHE

SHE is a rural California home building corporation founded on the principles of self-help. Lacking sufficient capital to purchase or finance a home by conventional means, a low-income family may elect to "self-construct with SHE". A participant family agrees to invest its labor, up to 1,500 hours, in the supervised construction of its own home and those of other participant families in its building group. This investment is accepted in lieu of, and taken in trade for, an equity in the completed home. Equity accrued is of 2 types: (1) "sweat equity", paid for in physical labor and (2) "enterprise equity", a result of any managerial function in the housing process. Both are considered to have equal cash value. A group of 8 to 12 participant families attend a lengthy series of meetings over a span of several months prior to the breaking of ground. A self-help home calls for long-term financial obligation and many hours of labor. Therefore, recruitment focuses on those who possess both the will to attempt and the strength to continue. The oldest, largest, most abundantly successful effort of its kind in the U.S., SHE is now entering its 10th year of operation. This paper presents a narrative history of the programs, philosophy, and people involved in SHE. A table of funding sources and a family progress report are also included. (NQ)

ED 107 405 RC 008 533

Boyd, Virlyn A. Lytle, John S.

Changes in Educational Aspirations from Sophomore to Senior Year of a State-Wide Sample of South Carolina High School Students.

South Carolina Agricultural Experiment Station, Clemson.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—SC-AE-H-762; USDA(CSRS)-S-61

Pub Date Feb 70

Note—27p.; Paper presented at the Association of Southern Agricultural Workers meetings, (Memphis, Tennessee, February 1970)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Aspiration, Caucasians, *Changing Attitudes, Comparative Analysis, Females, Grade 10, Grade 12, Guidance Programs, *High School Students, Longitudinal Studies, Males, Negroes, Racial Differences, School Size, Sex Differences, *Small Schools, State Surveys, *Tables (Data)
 Identifiers—*South Carolina

Via group administered questionnaires, the educational aspirations of a statewide sample of 1,659 male and 1,838 female South Carolina 10th grade students were examined in 1965-66 and again in 1968-69 when they were seniors. Forty-two schools were selected to represent all high schools in the state and were stratified by size (measured by the number of 10th grade students in 1965-66) and by color of students (predominantly white and black). Students were asked, "If you could have as much schooling as you desired, which of the following would you do?—quit school now; complete high school; complete a technical program after finishing high school; graduate from a junior college; graduate from a college or university; or complete additional studies after graduating from college". Responses were analyzed in terms of differences in sex, race, school size, and school guidance programs. Findings indicated: little difference between the educational aspirations of students as sophomores and as seniors; an increase in educational aspirations for males and a decrease for females; less change in the levels of educational aspiration among white than among black students; and an increase in the educational aspirations of almost 1/3 of the 183 pupils in schools without counselors as compared to an increase of less than 1/4 among the 2,428 pupils in schools with certified counselors. (JC)

ED 107 406 RC 008 534
 Boyd, Virlyn A.

Aspirations, Expectations, and Attitudes of South Carolina High School Students.

Clemson Univ., S.C. Dept. of Agricultural Economics and Rural Sociology; South Carolina Agricultural Experiment Station, Clemson.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—SC-AE-335; USDA(CSRS)-S-61

Pub Date Sep 70

Note—68p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Aspiration, Caucasians, *Changing Attitudes, Education, *Expectation, Family Planning, Females, Grade 10, Grade 12, Guidance Programs, *High School Students, Longitudinal Studies, Males, Marriage, Military Service, Negroes, Occupational Choice, Racial Differences, Residential Patterns, School Size, Sex Differences, *Tables (Data)
 Identifiers—*South Carolina

Forty-two representative South Carolina high schools were surveyed via similar, group administered questionnaires in 1966-67 (5,400 sophomore students) and again in 1969-69 (4,376 senior students) to determine: (1) the aspirations and expectations of South Carolina youth with regard to occupation, education, marriage and family size, future residence, military service, and related items; (2) differences in these aspirations between students classified by color and sex, by size of school, and by type of school guidance program; and (3) changes in these aspirations and expectations between the sophomore and senior year (3,497 paired responses). Results revealed: (1) great disparity between expressed occupational aspirations and actual employment opportunities; (2) generally high educational aspirations with those of the nonwhite students being somewhat lower and more technically oriented; (3) a high student regard for marriage (93.7 percent desired marriage; 43.1 percent of the males did not want their future wives to work; and only 7.2 percent of the females expressed a desire to work); (4) high urban aspirations (50 percent wanted to live in the city, and more nonwhites than whites wished to live in the city); and (5) slightly more than 1/3 of the senior students had never consulted a guidance coun-

selor, while 1 in 5 of the white students and 2 in 5 of the nonwhite students had found counselors to be very helpful. (JC)

ED 107 407 RC 008 535
 Boyd, Virlyn A.

Historical Changes in Educational Aspirations of South Carolina High School Students, 1967-1973.

South Carolina Agricultural Experiment Station, Clemson.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—USDA(CSRS)-S-61; USDA(CSRS)-S-81

Pub Date Feb 74

Note—9p.; Paper presented at the Rural Sociology Section of the Southern Association of Agricultural Scientists, Memphis, Tennessee, February 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Aspiration, Caucasians, Changing Attitudes, Comparative Analysis, *Education, Educational Objectives, *Expectation, Females, Grade 10, *High School Students, Males, Negroes, Racial Differences, Sex Differences, *Tables (Data)

Identifiers—Goal Deflection, *South Carolina
 Changes in educational aspirations of South Carolina high school students between 1966-67 and 1972-73 were examined. Using group administered questionnaires, whenever possible, 3,396 students were interviewed in 42 randomly selected high schools which were stratified by color of students and size of the 10th grade in 1966-67. Due to lack of resources, the 2nd contact (made in 1972-73 and involving 3,122 students) was derived from 14 of the original schools and 2 private schools and as close as possible approximated the original sample. Student responses were analyzed in terms of historical change for black and white, male and female: (1) educational aspirations; (2) educational expectations; (3) certainty of educational expectations; and (4) intensity of educational aspirations. Significant findings indicated: a marked increase in aspirations to attend a vocational or technical school among both black and white males; a slight increase in positive goal deflection and a more pronounced decrease in negative goal deflection (expectation lower than aspiration) in all categories of students; a decrease in the proportion of students who ranked education of high importance (all categories of students); and an increase in the proportion of students who ranked education low among both color and sex groups. (JC)

ED 107 408 RC 008 536

Kuehn, John A. And Others

Impact of Job Development on Poverty in Four Developing Areas, 1970. Agricultural Economic Report No. 225.

Arkansas Agricultural Experiment Station, Fayetteville; Missouri Univ., Columbia. Agricultural Experiment Station.

Spons Agency—Economic Research Service (DOA), Washington, D.C.

Report No—AER-225

Pub Date Jun 72

Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—American Indians, Census Figures, Comparative Analysis, Distance, *Economically Disadvantaged, Employment, *Industry, *Job Development, Migrants, *Rural Development, *Socioeconomic Influences, Socioeconomic Status, Tables (Data), Travel
 Identifiers—Appalachia, Arizona, Mississippi Delta, Ozarks, *Permanent Residents

The direct impact of job development in new and expanded plants on individual salary and poverty reduction was studied in rural areas of Arizona, Appalachian Mississippi, the Ozarks, and the Mississippi Delta. Specific Objectives were to: indicate competitiveness between migrants and residents for new jobs; estimate the proportion of jobs which directly reduced poverty; estimate changes in employees' salaries and lifetime earnings; and estimate the local sphere of influence of job development in the labor market. In the areas studied, 25 percent of the employees in each of 26 plants were interviewed. Via cross tabulations and mean calculations, data on the study areas were analyzed relative to: (1) wage

and salary employment in private nonfarm industries for 1962, 1965, and 1968 with percent of change; (2) employee residential classifications during 1965-70; (3) household income and salary rate by poverty status for 1970; (4) selected socioeconomic employee characteristics for 1970; (5) gross individual benefits from job development; and (6) employee commuting distances in 1970. Findings indicated: about 25 percent of all plant jobs in 1970 were held by employees whose households had been poor; about 16 percent of the total jobs were held by persons whose households had escaped poverty by 1970; and discounted value of the increase in employees' salaries was \$12,880, but job impact varied considerably by area. (JC)

ED 107 409 RC 008 537

Summers, Gene F. And Others
Industrial Invasion of Nonmetropolitan America. A Quarter Century of Experience.

Wisconsin Univ., Madison. Center of Applied Sociology; Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences; Wisconsin Univ., Madison. Dept. of Rural Sociology.

Spons Agency—Economic Development Administration (DOC), Washington, D.C. Office of Economic Research.

Pub Date 31 Aug 74

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Case Studies, Community Involvement, Demography, Economically Disadvantaged, Economic Change, Financial Policy, *Generalization, Income, *Industry, Policy Formation, Population Distribution, *Public Policy, *Rural Development, Site Selection, Skill Development, Social Services, *Socioeconomic Influences, Southern States, Unemployment Identifiers—Midwest

Utilizing 178 case study documents on U.S. plant locations in the rural Midwest and South between 1945 and 1974, consideration was given to the impact of industrial development on population dynamics, private and public sectors, and the quality of well being in the host communities. Thirty-one empirical generalizations were derived from the documents studied and then weighed against the following federally supported policy goals: (1) achieve a more balanced population distribution; (2) decrease the percentage of families below the poverty level; (3) achieve greater equality of income; (4) reduce unemployment; and (5) upgrade the quality and availability of basic services. The following were among 13 statements generated from comparison of the generalizations with public policy: (1) public money is not needed to induce industrial migration but is needed perhaps to guide industry toward publicly beneficial site selection; (2) low skill, low wage industries should be encouraged to locate where there is a surplus of low skill labor; (3) to prevent residents from being bypassed by industrially generated employment, training programs should be established and antidiscrimination laws should be enforced; and (4) small towns should be carefully selected so that funds are not dissipated on areas with little self-generation growth potential. (JC)

ED 107 410 RC 008 538

Dobbs, Thomas L. Kiner, Phil E.

Profile of a Rural Area Work Force: The Wyoming Uranium Industry.

Wyoming Univ., Laramie. Agricultural Experiment Station.

Spons Agency—Department of Agriculture, Washington, D.C.

Report No.—RJ-79

Pub Date Jan 74

Note—35p.

Journal Cit—People, Crops, Soils, Livestock Research Journal; n79 January 1974

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Age, Education, Employment Opportunities, Ethnic Distribution, *Industrial Personnel, Information Needs, Job Tenure, Job Training, Males, *Manpower Needs, Occupational Information, *Policy Formation, *Profile Evaluation, *Rural Development, Salaries, Tables (Data), Vocational Retraining Identifiers—Uranium Industry, *Wyoming

Designed to provide insights into policies relative to human resource investments and employment information channels, the study's objectives

were to: (1) relate types of employment in Wyoming's uranium mines and mills to work force participants; (2) determine employee earnings and relate those earnings to employment categories and characteristics; (3) examine employee tenure and turnover patterns; and (4) describe employment channels of information. Between December 1971 and June 1972, data were collected on 1,059 males via questionnaires administered to either the manager or personnel manager of each of 6 Wyoming uranium operations and via questionnaires taken to county Employment Security Commission offices in the study areas. Utilizing tabular techniques of analysis, the following variables were analyzed: type of job held, earnings, tenure, formal education, vocational-technical training, age, racial-ethnic classification, industrial and occupational category of last job, and previous place of residence. Findings indicated that the Wyoming uranium industry had: a high employee turnover, favorable median employee earnings, little need for formal education, and inadequate long term information relative to the projected decline in uranium industry. Broader training of young men and retraining of middle-aged men were recommended, therefore. (JC)

ED 107 411 RC 008 539

A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume I: Americans of Spanish Origin.

RJ Associates, Inc., Arlington, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—HEW-Pub-(OS)-75-120

Pub Date Jul 74

Note—148p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Academic Achievement, Age, *Census Figures, Cubans, *Demography, Employment Patterns, Family Structure, Income, Mexican Americans, *Population Trends, Puerto Ricans, *Socioeconomic Background, *Spanish Culture, Statistical Data

Persons of Spanish Origin are the second largest minority group in the United States. In 1970, they numbered 9.1 million people; 2.4 million of whom were in poverty. These 9.1 million persons are a diverse group of people, from divergent areas of the world, and of different national backgrounds. The separate Spanish groups were designated by the 1970 Census as the: Mexican Americans, Puerto Ricans, Cuban Americans, Central and South Americans, and Other Spanish (those persons whose families originated directly from Spain or were living in this country prior to 1848). Selected data from the 1970 U.S. Census on persons of Spanish Origin was analyzed in this report. Detailed socioeconomic information on the 3 largest Spanish subgroups in the U.S.—Mexican Americans, Puerto Ricans, and Cuban Americans—was obtained from U.S. Census Bureau publications based on tabulations from the 1970 Census. The analysis of national and local data focused on such characteristics as immigration and in-migration, geographic and age distributions, nativity, family structure, education, employment, income, and poverty. Data from selected local areas was analyzed to highlight only those situations where local data varied markedly from or were otherwise notable in comparison to the national picture. (NQ)

ED 107 412 RC 008 540

Wilkinson, Eta Lou And Others

Bridging the Gap: The Twin Cities Native American Community.

Minnesota State Advisory Committee to the U.S. Commission on Civil Rights, St. Paul.

Spons Agency—Commission on Civil Rights, Washington, D.C.

Pub Date Jan 75

Note—115p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Academic Achievement, Adjustment (to Environment), *American Indians, Civil Rights, *Culture Conflict, Educational Programs, Employment Patterns, Federal Programs, Government Role, Health Services, Justice, *Social Problems, *Socioeconomic Influences, *Urban Areas

Identifiers—Minneapolis, *Minnesota, St Paul

As part of its responsibility to advise the U.S. Commission on Civil Rights concerning civil rights problems within the State, the Minnesota Advisory Committee submitted this report of its 6-month study on urban American Indians in the Twin Cities. During its investigation, which culminated in open hearings in January 1974, the Advisory Committee examined the responsiveness of Twin Cities institutions to Native Americans in the areas of employment, education, administration of justice, and health care. Interviews were conducted with citizens of the Indian community; local, State, and Federal officials; educators; officials from private agencies; and other resource persons. The Advisory Committee found that Native Americans were afflicted with much of the cultural, social, and economic damage felt by other minority groups. Their situation was complicated by the Federal Government's failure to honor treaty obligations and statutory responsibilities. Among its other findings were: (1) Indian-oriented programs which have had a beneficial impact on the administration of justice, especially the Legal Rights Center, Inc. and the St. Paul American Indian Movement (AIM) patrol, ran the risk of discontinued funding; (2) the dropout rate for Native American students was significantly higher than for students of other races; and (3) at all levels of government employment, Indians held the lower paying positions. (NQ)

ED 107 413 32 RC 008 541

Title I Migrant Education Program. Education Briefing Paper.

Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date May 75

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Legislation, *Educational Programs, *Information Networks, *Migrant Education, On Line Systems, *Program Descriptions, Resource Allocations Identifiers—*Elementary Secondary Education Act Title I, ESEA Title I

Today there are more than a million children whose parents follow the crops for a living. Since their families move so often, these children are never in one school long enough to have a chance to really learn. Complicating matters, many of them can't speak English. Congress recognized the migrant child's special educational needs in November 1966 when it amended the Elementary and Secondary Education Act Title I, giving the U.S. Office of Education (USOE) authority and funds to improve the educational programs and offer supplementary services for the migrant child. Today, Title I serves approximately 400,000 children at a cost of over \$90 million. In 1974, the use of the Migrant Student Record Transfer System was authorized to trace the whereabouts of each child as he migrates from one harvest to another. Although progress has been significant since the enactment of the 1966 amendment, USOE is constantly seeking new and better ways to help the migrant child move out of the fields and into more rewarding occupations. Among its future plans are: (1) a career education program for K-12 and (2) endorsement of interstate cooperation. As more and more migrants leave the stream, the migrant education program will focus more on the 5-year-old child—the child who stays in one spot but still needs special help. (NQ)

ED 107 414 32 RC 008 542

Aberdeen Area Final Evaluation Report, ESEA Title I Project, Fiscal Year 1974.

Bureau of Indian Affairs (Dept. of Interior), Aberdeen, S. Dak. Aberdeen Area Office.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Dec 74

Note—79p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Academic Achievement, *American Indians, Costs, Educational Diagnosis, *Elementary Secondary Education, *Graphs, Individualized Instruction, Instructional Programs, Kindergarten, Learning Activities, Mathematics, Post Testing, Pretesting, Program Costs, Program Evaluation, Reading, Special Education, *Summative Evaluation

Identifiers—*Aberdeen Area, Elementary Secondary Education Act Title I, ESEA Title I, North Dakota, South Dakota

Compiled from the final evaluation reports of 36 direct instruction projects and 1 Area Technical Assistance project (94 percent of which were contracted and administered by American Indian tribes or Indian school boards), this report is a summative evaluation of 1974 Title I projects in North and South Dakota. A brief introduction describes the diagnostic approach of the Aberdeen Area schools; by means of pretesting, student academic deficiencies (principally math and reading) were identified and then attacked via planning and implementation of Title I supported activities and individualized instruction. The 36 evaluation summaries present information relative to: project location; project title; the contractor's name; project costs (total and per pupil); component type and number (reading, math, science, etc.); academic activities (detailed explanation); supportive activities; number of activity participants; grade level; number of personnel and their previous training; and internal on-going analyses. Additionally, graphs are presented for each school. The graphs describe academic gains by month and year in reading, math, language, social studies, science, and special education and the testing instrument used in the academic evaluations. (JC)

ED 107 415 RC 008 543

Kendrick, Elise F., Ed. And Others
1974 Annual Report of the Appalachian Regional Commission.

Appalachian Regional Commission, Washington, D.C.

Pub Date 31 Dec 74

Note—131p.; For related documents, see ED 093 512

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—*Annual Reports, Child Development, *Developmental Programs, *Economic Development, Education, Employment Trends, Federal State Relationship, Financial Support, Health, Housing, Human Services, Income, Natural Resources, Planning, *Population Trends, Public Facilities, Research, *Rural Areas, Tables (Data), Transportation

Identifiers—*Appalachia, Appalachian Regional Commission

Created via the Regional Development Act of 1965, the Appalachian Regional Commission documents its contributions to Appalachian socioeconomic development in this 1974 annual report. General areas of concern are identified as: (1) extension of public services to outlying areas; (2) improvement of public service quality and quantity; (3) promotion of responsible energy development; and (4) extension of local developmental responsibilities. Detailed data are provided for the following specific areas of concern: The Region and the Appalachian Experiment; The Federal-State-Local Partnership; The New Subregions; Population, Income, and Employment; Finances; Transportation; Supplemental Grants; Health; Child Development; Education; Community Facilities and Housing; Energy, Environment, and Natural Resources; and Research and Planning. Among some of the more noteworthy accomplishments cited for 1974 are: a shift from outmigration to immigration; completion of 150 corridor miles of highway construction; acquisition of funding for comprehensive health services in 389 counties; operation of 233 child development projects and vocational education facilities with a capacity for 310,000 students; and appropriation of \$37,000,000 for supplemental grants to vocational education schools, sewage treatment plants, colleges, libraries, and other public facilities. (JC)

ED 107 416 RC 008 544

Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75

Contract—400-75-0025

Note—64p.; For related document, see ED 097 185. Not available in hard copy due to marginal legibility of original document

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-026; \$3.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Abstracts, *Annotated Bibliographies, *Citation Indexes, Educational Administration, Educational Development, Educational Finance, *Educational Research, Higher Education, Publications, Rural Areas, *Small Schools, Subject Index Terms

Compiled to provide access to some of the latest resource material, research findings, and/or developments in small school education, this bibliography supplements a previous bibliography which in conjunction with four others published under the title of "Rural Education and Small Schools" provides cumulative coverage. Part 1 of this supplement contains 27 citations taken from the July 1974-March 1975 issues of "Resources in Education" (RIE). Each RIE entry includes an Educational Resources Information Center (ERIC) accession number, publication date, title, author(s), descriptors, identifiers, descriptive note, and an abstract. Derived from the July 1974-March 1975 issues of "Current Index to Journals in Education" (CJIE), Part 2 includes 6 citations. Each CJIE entry includes an ERIC accession number, publication date, title, author(s), descriptors, identifiers, journal citation, and an annotation when necessary. A wide variety of material (program descriptions, annual reports, technical reports, etc.) is covered, particularly in the areas of higher education, educational administration, and educational finance. Part 3 provides an RIE/CJIE subject index, while Part 4 provides a list of the standing order microfiche collections in the country. Ordering information is appended. (JC)

ED 107 417 RC 008 545

Buto, Kathleen A. And Others
A Better Chance to Learn: Bilingual-Bicultural Education. Clearinghouse Publication No. 51.

Commission on Civil Rights, Washington, D.C.

Report No—CCR-Pub-51

Pub Date May 75

Note—262p.

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—American Indians, Biculturalism, *Bilingual Education, Civil Rights, Comparative Analysis, *Educational Assessment, Educational Legislation, *English (Second Language), *Equal Education, History, Mexican Americans, *Minority Groups, Non English Speaking, Program Descriptions, Program Evaluation

Identifiers—English Speaking

School districts are compelled by the 1964 Civil Rights Act Title VI to provide special language programs for those children speaking a non-English native language and belonging to an identifiable minority group, generally of low socioeconomic status, including Mexican Americans, Native Americans, Puerto Ricans, and Asian Americans. The form such assistance should take is the subject of debate among educators, concerned language minority parents, and others. The most widely discussed approach is bilingual bicultural education. In this report, the U.S. Commission on Civil Rights examines the extent to which this approach is an effective educational approach for increasing these students' opportunities. Due to the commission's civil rights jurisdiction, the report concentrates primarily on bilingual bicultural education as a means for overcoming a denial of equal educational opportunity. For comparative purposes, the English as a Second Language (ESL) approach which for many years has been the only special program used to teach these students English is examined. Educational principles underlying bilingual bicultural education are discussed. To clarify what bilingual bicultural programs are and how they work, selected programs are described. Information is provided on evaluation procedures for such programs. Federal and State policy on bilingual education is also discussed. (NQ)

ED 107 418 RC 008 546

Jackson, Sheryl R.

The Influence of Place of Residence on Family Disability Among Selected Populations: Southern Blacks, Western Mexican Americans, Hawaiian Ethnicity, and Northeastern Whites.

Prairie View A and M Coll., Texas; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—TAES-216-15-59; USDA-CSRS-RP-NC-90

Pub Date Aug 73

Note—25p.; For related document, see ED 086 383. Paper presented at the Annual Meeting of the Rural Sociological Society (College Park, Maryland, August 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Caucasians, *Comparative Analysis, Educational Background, *Ethnic Groups, *Family Health, Family Income, Family Structure, Females, Health, Housewives, Migrants, Negroes, *Physically Handicapped, Residential Patterns, *Rural Urban Differences, Spanish Speaking, Tables (Data)

Identifiers—Hawaiians

Disability increases and decreases among selected families of different ethnic types in metropolitan and nonmetropolitan areas were investigated relative to increases in: education of the homemaker, level of family income and occupation of main income source, and size of family. Sample populations were metropolitan Texas blacks (n=294), Hawaiian ethnics (n=202), and Wisconsin whites (n=208) and nonmetropolitan Texas blacks (n=259), California Spanish-speaking farm migrants (n=169), and Vermont whites (n=218). Female homemakers between the ages of 18 and 65 with children in the household were interviewed during 1970-71 and were asked if any in the family were sick all the time or were in any way disabled. Findings indicated there were no consistent patterns in metropolitan and nonmetropolitan differences but that: metropolitan samples had higher family disability index means in the lowest educational levels, while nonmetropolitan samples had higher means in the highest educational levels; when income levels were controlled, metropolitan family disability index scores were higher than those of nonmetropolitan families; and when size of family was controlled, family disability index scores for metropolitan samples at the first level of family size were lower than those of nonmetropolitan samples in two out of three cases. (JC)

ED 107 419 RC 008 547

Gutierrez, Elizabeth Lujan, Herman D.

The Kansas Migrant Survey: An Interpretive Profile of the Mexican-American Migrant Family.

Kansas Univ., Lawrence. Inst. for Social and Environmental Studies.

Spons Agency—Kansas Council of Agricultural Workers and Low-Income Families, Garden City.

Pub Date May 73

Note—75p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Academic Achievement, *Agricultural Laborers, Attitudes, Employment Patterns, *Family (Sociological Unit), Income, Language Role, Life Style, *Mexican Americans, *Migrant Workers, Religion, Social Services, *Socioeconomic Influences, Tables (Data)

Identifiers—*Kansas

Originally a federally-funded organization created to serve migrant families in the 16 counties of Western Kansas, the Kansas Council of Agricultural Workers and Low-Income Families (KCAW-LIF) marked the first major effort to cope with the problems of migrant life by providing basic services at public cost. A survey of 245 migrant families was conducted from June through August 1972 in 10 of the 16 counties served by KCAW-LIF. Farmworkers were classified as seasonal, farm, and nonfarm residents. The analysis unit was the family; the family's principle breadwinner was interviewed. Since Chicanos comprised the largest segment of migrants, those interviewed were Mexican American. A questionnaire designed in English and Spanish was administered to obtain data concerning: citizenship, family size, education, language facility, religion, settling out, living and working conditions, service availability, and basic migrant attitudes about services. Interviewers were 14 local bilingual Chicanos with experience as farm-

workers in the survey area. Some findings were: (1) jobs and legal services were most often cited as being needed; (2) more families knew of the availability of services than had actually used them; and (3) 57.9 percent of the migrant families indicated that they would settle out in Kansas if permanent work were available, and 37.7 percent said they would not settle out in Kansas. (NQ)

ED 107 420 RC 008 548
Federal Indian Policies ...from the Colonial Period through the Early 1970's.
Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
Pub Date 75
Note—26p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 2402-00042; \$0.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Accountability, Administration, Agency Role, *American Indians, Citizenship, Education, Federal Government, *Federal Legislation, Futures (of Society), Land Acquisition, *Policy Formation, Reservations (Indian), Self Actualization, Treaties, *United States History, Urban Areas

Identifiers—BIA, *Bureau of Indian Affairs
The history of U.S. Federal policy relative to the American Indian is traced from its beginnings in 1755 to its recent posture in the early 1970's in this monograph. Federal attitudes and resultant legislation are documented in a chronological examination of the "removal policy" (the Indian Removal Act of 1830); the beginnings of Indian education programs (1819-60); the shift from military to civil administration of Indian affairs in the middle 1800's; the treaty period and establishment of the Indian Peace Commission in the middle 1800's; the reservation system; the land allotment period (1887-1934); the questions of U.S. citizenship and Indian "competency" (Indian Citizenship Act of 1924); the attack on the allotment system and the Meriam Report; the Indian reorganization period (the 1934 Indian Reorganization Act); the effects of World War II (increased cultural sophistication among Indians who served in war and increased Federal aid to Indians); the establishment of the Indian Claims Commission in 1946 for purposes of facilitating Indian suits against the U.S. government; the trends of the 1950's and 1960's; the affirmation of unfettered self-determination during the Nixon administration; and the new service orientation of the Bureau of Indian Affairs. (JC)

ED 107 421 RC 008 549
Madden, J. Patrick And Others
Children in Pennsylvania. Volume 1. State Summary. Social Indicators for Human Services Series 1.
Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.
Spons Agency—Pennsylvania State Dept. of Health, Harrisburg.
Pub Date Apr 75
Note—74p.

Available from—Social Indicators for Human Services, c/o Adam Condo, P.O. Box 6000, University Park, Pennsylvania 16802 (\$5.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Age, Census Figures, *Children, Demography, *Economically Disadvantaged, Education, Employment, Family (Sociological Unit), Family Income, Graphs, Health, Housing, Infant Mortality, Maps, Racial Composition, *Rural Areas, Sex Differences, *Socioeconomic Status, *Statistical Analysis, Tables (Data), Urban Areas

Identifiers—*Pennsylvania
The first in a series of 53 publications designed to provide information relative to human service decision makers, this datebook constitutes a statistical summary of the socioeconomic problems of children and families with children in Pennsylvania's 67 counties. Data taken from the 1970 U.S. Census Report are presented via 24 tables, 15 figures, and 17 maps. Data analyzed by county are presented for the following social indicators: (1) percent of children in poverty; (2) lowest median family income; (3) income deficit per poor family; (4) poor families not receiving wages or salaries; (5) poor families with children

and female head, percent of all families; (6) children not living with both parents, percent; (7) infant deaths per 1,000 live births; (8) children in housing lacking complete plumbing, percent; (9) children in overcrowded housing, percent; (10) children 5-6 years old not in school, percent; (11) children 16-17 years old not in school, percent; and (12) males age 16-21, percent not in school and not high school graduates and not employed. Other pertinent data relative to general demographic characteristics (age, color, and sex), family and health, housing, education and employment, and family income are presented in both percent and number tabulations and are supplemented by appendixes. (JC)

ED 107 422 RC 008 550

Parker, Alan And Others
Indian Tribes as Governments. An Analysis of Governing Institutions of Selected Indian Tribes: Report on a Research Project Conducted by a Team of Indian Lawyers and Law Students—June through August, 1974.
American Indian Lawyer Training Program, Inc., Washington, D.C.; John Hay Whitney Foundation, New York, N.Y.

Pub Date Jan 75
Note—288p.; Some pages in the appendixes may not copy well

Available from—Director of Special Projects, American Indian Lawyers Training Program, Inc., 1000 Wisconsin Avenue, N.W., Washington, D.C. 20007 (\$5.00)

EDRS Price MF-\$0.76 HC-\$14.59 PLUS POSTAGE

Descriptors—Administration, Agency Role, *American Indians, Court Role, Economic Development, *Evaluation, Federal Government, Federal Legislation, *Governmental Structure, Graduate Students, *Law Instruction, Lawyers, Natural Resources, Relationship, Reservations (Indian), *Tribes

Identifiers—BIA, Bureau of Indian Affairs, *Tribal Government

Study objectives were to assess the status of a representative number of American Indian tribal governments and to share that information with other members of the national Indian community. Sixteen Indian law students, assisted by 8 Indian lawyers, worked on 17 different Indian reservations during the summer of 1974. Generally working on their own reservations, students performed an objective and systematic evaluation of each tribal government, assisted tribal governments in forming remedial objectives, and prepared substantive research reports. The research reports focused on the following areas: (1) tribal governing structure; (2) economic development of tribal resources and the tribal governing structure; (3) tribal court structure; (4) administration of governing services; (5) relationship of tribal government structure to the Bureau of Indian Affairs; and (6) the Indian Civil Rights Act and the Federal Government. While specific recommendations proved unrealistic due to the diverse complexity of individual tribes, broad recommendations included: (1) establishment of a tribal resource center for purposes of providing technical assistance in developing and exercising governing powers and (2) development of evaluation standards by which various agencies and individual tribal governments might be effectively evaluated. (JC)

ED 107 423 RC 008 551

Hein, William H., Jr.
Spanish Surnames. Southwest Regional Laboratory (SWRL) Technical Note No. TN 1-72-08.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency—Department of Labor, Washington, D.C.

Report No.—TN-1-72-08

Pub Date 8 Sep 72

Note—47p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Classification, *Codification, *Demography, *Ethnic Grouping, *Grouping Procedures, Identification, *Spanish Culture, Spelling

Identifiers—*Spanish Surname

An excerpt from the U.S. Census General Coding Procedures Manual, this paper consists of: (1) an abbreviated list of common Spanish surnames and (2) a detailed list of Spanish surnames. These

lists are used to determine Spanish surnames by the U.S. Bureau of the Census. More than 2,000 names are listed in alphabetical order. Spelling variations which may be formed by adding a letter or letters to the end of the surname are shown in parentheses after the name. Other spelling variations are listed separately. (NQ)

ED 107 424 RC 008 552
Career Development Opportunities for Native Americans.

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date May 75

Note—62p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*American Indians, Annotated Bibliographies, *Career Opportunities, College Entrance Examinations, Educational Opportunities, *Educational Programs, Federal Programs, Graduate Study, *Higher Education, Professional Education, *Student Loan Programs, Undergraduate Study, Vocational Education

Information pertaining to adult education and vocational-technical programs as well as college and university aids is provided in this booklet. The booklet has been divided into three chapters: (1) "Education Beyond High School"; (2) "Native American Programs of Assistance"; and (3) "Student Aids Programs (not specifically for Indians)." Chapter 1 provides guidance for those persons not familiar with programs and requirements for post-high school education. Financial aid forms and college admissions tests are discussed in this chapter. In chapter 2, 111 programs and/or schools specifically for Native American applicants are listed. This chapter contains information relative to Bureau of Indian Affairs, tribal, institutional, and organizational opportunities. Chapter 3 describes 70 student aid programs available to all students. Specific subject areas for undergraduate and graduate students and for students interested in vocational training are also listed in this chapter. Among these subject areas are: agriculture and horticulture, architecture, education, business administration, fashion, foreign study, health professions, law enforcement, and social work. A 9-item annotated bibliography provides an alphabetical catalogue of sources pertaining to institutions, careers, and financial aids. (NQ)

ED 107 425 RC 008 553

Mech, Joyce, Comp.

An Annotated Bibliography of Selected Projects, Theses, and Dissertations on the American Indian by Arizona State University Students from 1943-1974.

Arizona State Univ., Tempe. Indian Education Center.

Pub Date Nov 74

Note—15p.

Available from—Center for Indian Education, College of Education, Arizona State University, Tempe, Arizona 85281 (\$5.00)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, *American Indians, *Annotated Bibliographies, Attitudes, Curriculum, *Doctoral Theses, Economic Factors, Guidance, *Masters Theses, Mental Health, *Publications, Reading, Reservations (Indian), Sociocultural Patterns

Identifiers—*Arizona State University

Fifty-five published projects, theses, and dissertations dealing with the Native American and written by Arizona State University students are listed in this annotated bibliography. Arranged alphabetically according to authors and topics, the publications cover the period from 1943 to 1974. Topics include: (1) attitudes/achievement, (2) curriculum, (3) economics/business, (4) environmental/sociocultural, (5) guidance, (6) language/reading, and (7) physical/mental health. The publications listed may be found at the Charles Trumbull Hayden Library on the university campus. (NQ)

ED 107 426 RC 008 554

A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume 3: American Indians.

RJ Associates, Inc., Arlington, Va.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of

the Assistant Secretary for Planning and Evaluation.

Report No.—HEW-OS-75-122

Pub Date Jul 74

Note—114p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Academic Achievement, Age, *American Indians, Census Figures, *Demography, Economic Disadvantage, Employment Patterns, *Eskimos, Family Structure, Migration Patterns, *Population Trends, Rural Areas, *Socioeconomic Background, Statistical Data, Urban Areas

Today, there are 827,000 American Indians and Alaskan Natives in the United States. Although found throughout the U.S., nearly two-thirds live in the states of Oklahoma, Arizona, California, New Mexico, Alaska (including Eskimos and Aleuts), North Carolina, South Dakota, and Washington. While in 1930 only 10 percent of the Indians lived in urban areas, by 1970 45 percent lived in urban areas. Selected data from the 1970 U.S. Census were analyzed in this report. Detailed socioeconomic information by urban and rural residence was obtained from publications of the U.S. Census Bureau based on tabulations from the 1970 Census. Since data for Aleuts and Eskimos were not available in the 1970 Census, a data profile was derived from data on other races residing in Alaska. The analysis consisted of national and local data focusing on such population characteristics as family structure, education, employment, income, poverty, housing, sanitation, and health. Data from selected local areas were analyzed to highlight only those situations where local data varied markedly from or were otherwise notable in comparison to the national data. Problems such as rural isolation, language, self-identification, definitions of race and residence, and cultural factors which contributed to the Census undercount were discussed. (NQ)

ED 107 427 RC 008 555

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Contract—400-75-0025

Note—249p.; For related document, see ED 100 547. Not available in hard copy due to marginal legibility of original document

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-027; \$6.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Abstracts, American Indian Culture, *American Indians, *Annotated Bibliographies, Bilingual Education, Community Control, Cross Cultural Studies, *Educational Resources, Eskimos, Federal Legislation, Federal Programs, *Periodicals, Reservations (Indian), Tribes

Compiled to provide access to some of the latest resource material, research findings, and/or developments in American Indian education, this bibliography, a supplement to six previous ERIC/CRESS bibliographies cites materials available through "Resources in Education" (RIE) and "Current Index to Journals in Education" (CJIE). Part 1 of the present bibliography contains 142 citations and abstracts which appeared in RIE from October 1974 through March 1975. Part 2 contains 93 journal article citations which appeared in the October 1974 through March 1975 issues of CJIE. Entries cover such topics as American Indian culture, bilingual education, Eskimos, cross cultural studies, Federal legislation and programs, and community control. A combined RIE and CJIE subject index is provided to assist the user in locating citations pertaining to a given subject area. A list of standing order microfiche collections and ordering information are also provided. (NQ)

ED 107 428 RC 008 556

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Contract—400-75-0025

Note—252p.; For related document, see ED 097 187. Not available in hard copy due to marginal legibility of original document

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-028; \$6.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Abstracts, *Annotated Bibliographies, Bilingual Education, *Citation Indexes, Cultural Background, English (Second Language), *Mexican Americans, *Periodicals, Program Evaluation, Spanish Americans, Spanish Speaking

Compiled to provide access to some of the latest resource material, research findings, and/or developments in Mexican American education, this bibliography is a supplement to five previous ERIC/CRESS bibliographies which cite materials available through "Resources in Education" (RIE) and "Current Index to Journals in Education" (CJIE). Part 1 of the present bibliography contains 159 citations and abstracts which appeared in RIE from July 1974 through March 1975. Part 2 contains 93 journal article citations which appeared in the July 1974 through March 1975 issues of CJIE. Entries cover such topics as bilingual education, cultural background, English as a second language, program evaluation, Spanish Americans, Spanish speaking, and teacher education. A combined RIE and CJIE subject index is provided to assist the user in locating citations pertaining to a given subject area. A list of standing order microfiche collections is also provided. Ordering information is included. (NQ)

ED 107 429 RC 008 557

Rural Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Contract—400-75-0025

Note—298p.; For related document, see ED 097 186. Not available in hard copy due to marginal legibility of original document

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-029; \$6.50)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Abstracts, Agricultural Education, *Annotated Bibliographies, *Citation Indexes, Developing Nations, Economic Disadvantage, Educational Research, Migration Patterns, *Periodicals, Program Development, Rural Areas, Rural Development, *Rural Education, Rural Urban Differences, Rural Youth, Subject Index Terms

Compiled to provide access to some of the latest resource material, research findings, and/or developments in rural education, this bibliography supplements the previous publications, providing cumulative coverage. Part 1 of this supplement contains 196 citations and abstracts taken from the July 1974-March 1975 issues of "Resources in Education" (RIE). Each RIE entry includes an Educational Resources Information Center (ERIC) accession number, publication date, title, author(s), descriptors, identifiers, descriptive note, and an abstract. Derived from the July 1974-March 1975 issues of "Current Index to Journals in Education" (CJIE), Part 2 includes 106 citations which are annotated when necessary. Each CJIE entry includes an ERIC accession number, publication date, title, author(s), descriptors, identifiers, and journal citation. A wide variety of material (annual reports, technical reports, books, program descriptions, etc.) is covered. Subject areas most frequently cited include: rural youth; rural urban differences, rural development; migration patterns; economic disadvantage; and developing nations. Part 3 provides an RIE/CJIE subject index, while Part 4

provides a list of the standing order microfiche collections in the country. Ordering information is appended. (JC)

ED 107 430 95 RC 008 558

Chacon, Gloria, Ed. Bowman, James, Ed. The Recruitment, Channeling, and Placement of Chicano Teachers.

Southwest Network, Hayward, Calif.; Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 74

Note—62p.; For related document, see ED 086 407

Available from—Southwest Network, 1020 B, Suite 8, Hayward, California 94541 (\$2.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Counseling, Course Content, Educational Alternatives, Educational Objectives, Guides, Higher Education, *Institutional Role, *Mexican Americans, Minority Group Teachers, Recruitment, *Self Actualization, Self Concept, State Boards of Education, Student Teacher Relationship, Teacher Attitudes, *Teacher Education, *Training Objectives

Identifiers—*Chicanos, Southwest
Chapter 4 of the U.S. Commission on Civil Rights publication entitled "Toward Quality Education for Mexican Americans" constitutes the first part of this two-part document which examines the recruitment, channeling, and counseling of Mexican American teachers in the Southwest. Specific areas examined in this chapter include: (1) differences in teacher interaction with Mexican American and Anglo students, (2) control over teacher preparation programs, (3) teacher trainee enrollment, (4) content of teacher education courses and supervised experiences, (5) Mexican American representation on State Boards of Education, and (6) higher education institutions in the Southwest which have teacher education programs and Spanish surnamed staff representation. The second part of this document is a transcript of a discussion among nine educators in attendance at the 1974 Oakland Chicano Teacher Conference sponsored by the Southwest Network. When combined, these reports indicate that: conventional teachers are not educated satisfactorily to relate in a just and supportive way to Chicano students; in passing through Anglo teacher training institutions, many Chicanos acquire a colonial picture of themselves and of Chicano children; and alternative schools which do not support the "colonized identity" are potentially valuable (a list of such Chicano alternative schools is provided). (JC)

ED 107 431 88 RC 008 560

Droplin, Ruth, Ed. Recollections of a One-Room Schoolhouse (An interview with Marian Brooks).

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education; Rockefeller Bros. Fund, New York, N.Y.

Pub Date 75

Note—27p.; Marian Brooks interview conducted by Arthur Tobler in June 1974 for presentation at the Roots of Open Education in America conference, New York, New York, April 12, 1975

Available from—Workshop Center for Open Education, Room 6, Shepard Hall, City College, Convent Ave. and 140th Street, New York, New York 10031 (\$2.00)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Activities, Child Development, Community Involvement, *Educational History, *Educational Philosophy, Educational Resources, Facilities, Interviews, One Teacher Schools, Progressive Education, *Rural Areas, *Small Schools, *Student Teacher Relationship, Teacher Education, United States History

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III
In this interview (funded via a Title III Elementary Secondary Education Act grant) the roots of progressive education are revealed as Marian Brooks recounts the beginnings of her teaching

career in 1924 at the age of 15 in a one room rural New Hampshire school. The interviewer's questions encompass the: (1) nature of the early teacher preparatory programs; (2) involvement and interaction between the teacher and the community; (3) composition of the community; (4) relationship between the student and the teacher; (5) development of curriculum and curriculum guidelines; (6) models for child development; (7) common educational activities; (8) physical facilities; (9) academic assessment; (10) school district policies; (11) administrative philosophy and procedure; (12) interaction between teachers within the district; (13) salaries; (14) differences between various early educational philosophies; and (15) child centered approach vs the learning centered approach to education. This interview describes an emphasis on child centered, informal learning situations born out of the necessity to facilitate learning in a one room, one teacher school and to utilize integrated grade levels and family and community resources and involvement. (JC)

ED 107 432 RC 008 561
Progress Report on Rural Development for Fiscal Year 1970.

Department of Agriculture, Washington, D.C.
 Pub Date 2 Oct 70

Note—21p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Agency Role, Agricultural Research Projects, *Annual Reports, Cooperative Programs, Electricity, Extension Education, Federal Government, Forestry, Industrialization, Interagency Coordination, Job Development, *Organization, *Program Descriptions, *Rural Development, Soil Conservation, *State Agencies

Identifiers—*Department of Agriculture, USDA
 Rural development progress relative to State-U.S. Department of Agriculture (USDA) committees is presented via exemplary citation in this 1970 report. Summaries are given for: (1) Status of State-USDA Organization for Rural Development, (2) Functional Relationships of USDA Committees on Rural Development, (3) Activities and Projects Underway, (4) Generalized Rural Trends. Exemplary State progress reports are presented for Alabama (industrialization); Arkansas (job development); Arizona (job increases); Kentucky and Iowa (industrialization and job creation); Maryland (housing, public facilities, and recreation); and Vermont ("creative localism"). Exemplary agency activities are cited for (1) Agricultural Research Service (a new Agribusiness and Rural Living Program); (2) Extension Service (a garbage disposal program and various beautification projects); (3) Farmer Cooperative Service (a feasibility study on flower growing in Georgia); (4) Farmers Home Administration (development of a water system in Derby Center, Vermont); (5) Forest Service (expansion of Pennsylvania's timber based industries); (6) Rural Electrification Administration (a feasibility study on a North Dakota malting barley plant); (7) Soil Conservation Service (catfish production increases in Tangipahoa Parish, Louisiana). (JC)

ED 107 433 RC 008 562
Rural Development: Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1971. A Report to the Congress.

Department of Agriculture, Washington, D.C.
 Pub Date 1 Sep 71

Note—62p.
EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Annual Reports, Committees, Community Development, Community Services, Cooperatives, Environmental Influences, *Federal Aid, Health, Housing, Industrialization, *Information Services, Land Grant Universities, Manpower Development, Organizations (Groups), Recreation, *Rural Development, Rural Extension, *Technical Assistance, Tourism

Identifiers—*Department of Agriculture, Rural Development Committee, USDA

As the first part of a four part report to the U.S. Congress pursuant to Title IX, Section 901 of the Agricultural Act of 1970, this second annual report is limited to rural development activities of the U.S. Department of Agriculture

(USDA) delivery system (the USDA National Rural Development Committee, State Rural Development Committee, and county committees). Presented via statistical and narrative summaries and exemplary activities in various States, this report discusses each of the following major program thrusts: leadership and overall community development; comprehensive planning; community services and facilities; housing; health and welfare; manpower development; recreation and tourism; environmental protection; business and industrial development and rural cooperatives. Also presented are total efforts of the land-grant universities which involve training professional personnel for leadership, conducting research, and extending knowledge beyond the university to the populace. Discussion relative to committee membership, organization, and activity scope is supported by tabular displays relative to 1971 State and substate rural development committee composition, major activity involvement, and man-years of USDA rural development information and technical assistance. Names and addresses of USDA rural development committee chairmen are appended. (JC)

ED 107 434 RC 008 563
Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1972. Third Annual Report to the Congress.

Department of Agriculture, Washington, D.C.
 Pub Date 1 Sep 72

Note—76p.
EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Annual Reports, Committees, Community Development, Community Services, Cooperatives, Environmental Influences, *Federal Aid, Health, Housing, Industrialization, *Information Services, Land Grant Universities, Manpower Development, Organizations (Groups), Recreation, *Rural Development, Rural Extension, *Technical Assistance, Tourism

Identifiers—*Department of Agriculture, Rural Development Committee, USDA

As the first part of a four part report to the U.S. Congress pursuant to Title IX, Section 901 of the Agricultural Act of 1970, this third annual report is limited to rural development activities of the U.S. Department of Agriculture (USDA) delivery system (the USDA National Rural Development Committee, State Rural Development Committee, and county committees). Presented via statistical and narrative summaries and exemplary activities in various States, this report discusses each of the following major program thrusts: leadership and overall community development; comprehensive planning; community services and facilities; housing; health and welfare; manpower development; recreation and tourism; environmental protection; business and industrial development; and rural cooperatives. Also presented are total efforts of the land-grant universities which involve training professional personnel for leadership; conducting research, and extending knowledge beyond the university to the populace. Discussion relative to committee membership, organization, and activity scope is supported by tabular displays relative to 1972 State and substate rural development committee composition, major activity involvement, and man-years of USDA rural development information and technical assistance. Names and addresses of USDA rural development committee chairmen are appended. (JC)

ED 107 435 RC 008 564
Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1973. Fourth Annual Report to the Congress.

Department of Agriculture, Washington, D.C.
 Pub Date 1 Sep 73

Note—99p.
EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Annual Reports, Committees, Community Development, Community Services, Cooperatives, Environmental Influences, *Federal Aid, Health, Housing, Industrialization, *Information Services, Land Grant Universities, Manpower Development, Organizations (Groups), Recreation, *Rural Development, Rural Extension, *Technical Assistance, Tourism

Identifiers—Department of Agriculture, Rural Development Committee, USDA

As part 1 of a four part report to the U.S. Congress pursuant to Title IX, Section 901 of the Agricultural Act of 1970, this fourth annual report is limited to rural development activities of the U.S. Department of Agriculture (USDA) delivery system (the USDA National Rural Development Committee, State Rural Development Committee, and county committees). Presented via statistical and narrative summaries and exemplary State activities, this report discusses each of the following major program thrusts: housing; organization and leadership development; comprehensive planning; community services and facilities; health and welfare; manpower development; recreation and tourism; business and industrial development; environmental improvement; and rural cooperatives. Also presented are total efforts of the land-grant universities which involve training professional personnel for leadership, conducting research, and extending knowledge beyond the university to the populace. Discussion relative to committee membership, organization, and activity scope is supported by tabular displays relative to 1973 State and substate rural development committee composition, major activity involvement, and man-years of USDA rural development information and technical assistance. Names and addresses of USDA rural development committee chairmen are appended. (JC)

ED 107 436 RC 008 565
Rural Development: Third Annual Report of the President to the Congress on Government Services to Rural America.

Rural Development Service (DOA), Washington, D.C.

Pub Date [72]
 Note—32p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Agriculture, *Annual Reports, *Capital Outlay (for Fixed Assets), Community Services, Federal Aid, *Federal Programs, Futures (of Society), Health, Housing, Industry, Interagency Cooperation, Job Development, Migration Patterns, Needs, Regional Planning, *Rural Development, Rural Economics, *Rural Urban Differences, Tables (Data)

In response to Section 901(e) of the Agricultural Act of 1970, this third annual report on the availability of government and government assisted services to rural areas presents developments pertinent to the objectives of the Rural Development Act of 1972. Presented via narrative and tabular data, emphasis is on the following: (1) net rural to urban migration 1960-70 (2.2 million); (2) job development in rural areas as compared with urban areas 1960-70 (drastic declines of -34 percent in agricultural and -16 percent in industrial employment gave rural areas an overall employment gain of 15 percent as compared to that of 27 percent in urban areas); (3) needed new rural jobs to achieve a rural-urban balance 1970-80 (3.1 million jobs for all employable males); (4) needed rural community facilities and services to support rural industrialization (particularly in the areas of health and housing); (5) the farm income situation (increased and increasing farm income at a record \$19.2 million in 1972); (6) coordination of Federal activities in support of State, local, and private efforts in rural development (greater reliance on local initiative); and (7) Federal program outlays applicable to rural areas, for fiscal years 1970, 1971, and 1972 (lacking in coordinated rural development objectives). (JC)

ED 107 437 RC 008 566
Rural Development: Fourth Annual Report of the President to the Congress on Government Services to Rural America.

Rural Development Service (DOA), Washington, D.C.

Pub Date [73]
 Note—51p.; Some tables in the appendix may not reproduce well

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Agriculture, *Annual Reports, *Capital Outlay (for Fixed Assets), Community Development, Federal Aid, *Federal Programs, Housing, Human Resources, National Defense, Natural Resources, Population Growth, *Rural Development, Rural Urban Differences, *Statistical Data

As the fourth in a series of annual reports to the Congress by the President on the availability of government and government-assisted services to rural areas, this report first delineates U.S. counties into 10 county groups representing an urban-to-rural continuum and then divides 209 selected Federal programs into five categories (Housing; Agriculture and Natural Resources; Community Development; Human Resource Development; and Defense, Space, and Atomic Energy). Via a comparison of the distribution of outlays for these categories with the distribution of the total population across the 10 county group, insights into the comparative benefits of the total package of Federal programs are provided. A comparison of outlay distributions for individual programs across the urban-to-rural continuum with the distribution of target groups for specific programs is also provided, along with measurement of per capita Federal outlays among declining and fast-growing and low and high income counties. Presented via tabular and narrative form, this report indicates: \$192 billion of the \$249 billion in total Federal outlays for fiscal year 1972 were spent on the 209 rural programs; rural areas received 24.7 percent of all outlays, though they constituted 27.2 percent of the population; and total outlays favored fast-growing, high income counties. (JC)

ED 107 438 24 RC 008 567

Through Education: Self Determination—A Bicentennial Goal for American Indians. The Second Annual Report to the Congress of the United States from the National Advisory Council on Indian Education.

National Advisory Council on Indian Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date Mar 75

Note—113p.; For related document, see RC 008 568, ED 091 102-103

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01395-9; \$1.40)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Advisory Committees, *American Indians, Annual Reports, Budgeting, Economic Development, *Educational Needs, Health, Housing, Information Dissemination, *Policy Formation, *Program Development, Research Projects, Self Actualization

Identifiers—Indian Education Act Title IV Programs, *National Advisory Council on Indian Education

The second annual report of the National Advisory Council on Indian Education (NACIE) presents NACIE's major 1974 activities and recommendations; the council's letter to Albert H. Quie, House of Representatives (a summary of the council's progress-to-date in which Chairman Will Antell explains in great detail the complexities and problems of implementing Title IV of the Indian Education Act of 1972); a discussion of Title IV program progress including grassroots feedback, summary statements from the council members' field evaluations, and the responses of school officials; and discussion of education in terms of business, housing, health, and culture. Among the activities reported are: reading and recommending of 548 Title IV proposals and grants under the Indian Education Act of 1972; efforts to alter the budget gap from an authorized \$224,000 to the requested \$692,548; continuous communication of the national policy of self-determination and its achievement via education; numerous field visits to Title IV grantee locations for purposes of evaluation and assistance; monitoring of the Department of Health, Education, and Welfare civil rights requirements relative to Indian education; and program development for regional conferences/workshops to disseminate detailed Title IV program information to local Indian communities. (JC)

ED 107 439 24 RC 008 568

The Indian Education Act of 1972. Report of Progress for the First Year of the Program.

National Advisory Council on Indian Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Indian Education. Pub Date 31 Mar 74

Note—49p.; For related document, see RC 008 567

Available from—Not available separately, see RC 008 567

Document Not Available from EDRS.

Descriptors—Academic Achievement, Administrative Policy, Admission Criteria, *American Indians, *Cost Effectiveness, Curriculum Development, Educational Methods, *Educational Needs, *Educational Objectives, Elementary Secondary Education, Grants, Health Programs, Parent Participation, *Program Evaluation, Self Concept, Student Distribution, Tables (Data)

Identifiers—*Indian Education Act of 1972

Progress during the first year of program implementation of the American Indian Education Act of 1972 (IEA) is reported via narrative and tabular data relative to the following: (1) distribution of Indian pupils by State; (2) distribution of IEA funds in 1973 by State; (3) relation between size of grant and number of Indians with the recipient local education agency; (4) number of Indian pupils served by 432 funded projects; (5) frequent reasons for denial or reduction of Part A Proposals (105 cases); (6) personal or social needs of Indian pupils; (7) needs for academic achievement; (8) pupil health needs; (9) economic needs of Indian families; (10) areas of needed curriculum improvement; (11) area of needed methodological improvement; (12) areas of needed staff improvement; (13) areas of needed improvement in special services; (14) major school needs; (15) counseling and social development objectives; (16) curriculum objectives; (17) curriculum development objectives; (18) proposed health program objectives and development; (19) staffing objectives for funded IEA programs; (20) modes of planned instruction; (21) program and budget priorities for pupil and school needs; (22) program and budget priorities for IEA project objectives; and (23) evaluation criteria. (JC)

ED 107 440 RC 008 569

The Uniform Migrant Student Record Transfer System. A Position Paper.

National Committee on the Education of Migrant Children, New York, N.Y.

Pub Date 17 Oct 74

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Records, *Computer Oriented Programs, Cost Effectiveness, Data Bases, Elementary Secondary Education, Health, *Migrant Children, *Program Evaluation, Student Evaluation, *Student Records, Student Rights, *Transfer Policy, Transfer Programs

Identifiers—*Uniform Migrant Student Record Transfer System

Initiated in the mid-sixties under Title I of the Elementary and Secondary Education Act, the Uniform Migrant Student Record Transfer System (UMSRTS) was designed to maintain ready accessibility via computer data base to the health and academic records of migrant children. The National Committee on the Education of Migrant Children (NCEMC) maintains that it is unwise to assume mere existence of UMSRTS either validates the system or assures its usefulness as an educational tool. The committee raises serious questions relative to: UMSRTS's detraction from development of other needed programs; its cost-effectiveness; the value of its information; evidence of its benefit, harm, or usefulness to both the child and the educational system; violation of the right to privacy; parental evaluation of data input. A recent study authorized by Congress has indicated that while the system has not worked well technically, a majority of the schools enrolled in the system have found it useful. However, a sizeable number of teachers in those same schools did not find it useful or were reluctant to rely on another's assessment of their students. The committee maintains serious reservations about the present and potential use of UMSRTS, urging extreme security relative to the right of privacy, staff development as a first priority, and further evaluation of UMSRTS. (JC)

ED 107 441 RC 008 570

1975 Revised Guide to the Rural Development Act of 1972. 93d Congress, 2d Session, January 1, 1975.

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

Pub Date 75

Note—112p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.70)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Definitions, *Federal Aid, *Federal Legislation, *Guides, Information Sources, *Program Development, *Rural Development

Identifiers—*Rural Development Act 1972

Prepared to assist both the Congress and the public involved in Rural Development (RD), the 1975 Revised Guide to the Rural Development Act of 1972 provides definitive and implemental information. Part I deals with the Act itself, detailing its purpose, historical perspective, and major provisions. Divided into three areas of concern, Part 2 deals with implementation as follows: (1) New Programs (Loans for Rural Enterprise, Community Facilities, Business and Industry, and Young Rural Residents; Rural Community Fire Protection; etc.); (2) Existing Provisions Amended or Expanded by the Act (Water and Waste Disposal Grants; RD Planning Grants; Escrow Payments; Agriculture Credit and RD Insurance Fund; Loans for Watershed and Resource Conservation and Development, Guaranteed Housing, Size of Farm, and Insured Farm; Repeal of County Committee Approval Requirement for Association and District Loans; Disposition of Real Property; Guarantee of Loans; and Titles I and III); (3) Other U.S. Department of Agriculture RD Programs Not Covered Under the Act (Programs Administered by: Farmers Home and Rural Electrification Administration; Soil Conservation, Forest, Agriculture Stabilization and Conservation, Extension, Farmer Cooperative, Economic Research, and Cooperative State Research Services). The RD Act of 1972, information on where to seek assistance, and an implementation progress chart are appended. (JC)

ED 107 442 RC 008 571

Powell, Richard K.

The Problem of Regional Educational Service Centers in the United States of America with Special Reference to the Seventh-Day Adventist School System. A Descriptive Study.

Pub Date 74

Note—929p.; Ed.D. Dissertation, University of South Africa at Pretoria

EDRS Price MF-\$ 1.55 HC-\$47.61 PLUS POSTAGE

Descriptors—Administration, Audiovisual Programs, *Cooperative Programs, Educational Coordination, Educational Philosophy, Educational Television, *Education Service Centers, Elementary Secondary Education, Financial Needs, Instructional Materials Centers, Library Services, Mobile Educational Services, *Parochial Schools, *Regional Cooperation, *Rural Areas

Identifiers—*Seventh Day Adventist School System

The basic purpose of this study was to find ways and means to improve the educational system of the Seventh Day Adventist church and to render practical information to other church groups and public institutions. Utilizing data collected via mail or personal contact with service centers, the media phases of cooperative and/or regional programs were emphasized. Three broad areas of concern were explored: (1) the sociological, philosophical, and demographic features of American life in the context of history and political science as related to general educational trends and the cooperative regional approach; (2) the rationale, purpose, organization, and the financial and physical aspects of cooperative regional centers; (3) various denominational needs and solutions via cooperative action. Among the specific areas explored were: curricular services, administrative services, personnel services, pupil personnel services and special education, mobile services, library programs and services, audiovisual programs and services, telecommunications, and instructional and educational television. Confined generally to the U.S., the study developed specific recommendations for Michigan, Northern California, and Nebraska. Detailed recommendations focusing on economic utilization of resources and organic organization were developed for the Seventh Day Adventist church. (JC)

ED 107 443 RC 008 572

The North American Indian; A Bibliography of Community Development.

148 Document Resumes

Department of Housing and Urban Development,
Washington, D.C.

Pub Date 75

Note—69p.

Available from—Superintendent of Documents,
U.S. Government Printing Office, Washington,
D.C. 20402 (Stock No. 023-000-00294-9;
\$1.30)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS
POSTAGE

Descriptors—*American Indians, *Annotated
Bibliographies, Bibliographies, *Citation In-
dexes, *Community Development, Cultural
Background, Demography, Education, Federal
Government, Government Role, Health, Hous-
ing, Legal Problems, *Planning, Population
Distribution, Publications, Sociocultural Pat-
terns, Urbanization

Identifiers—Housing and Urban Development,
HUD, *Key Word in Context Index, KWIC
Developed by the Housing and Urban Devel-
opment (HUD) library to meet the recent surge of
interest in ethnic minorities and their problems,
this annotated bibliography on community
development relative to American Indians is di-
vided into two parts. Utilization material
published between 1969 and 1974, Part 1
presents 403 citations which are author indexed
and organized under the following subjects: (1)
Background (sociocultural); (2) Government
Relations; (3) Legal Aspects; (4) Demographic
Distribution; (5) Cultural and Social Indicators;
(6) Community Development and Economic
Conditions; (7) Education; (8) Health; (9) Hous-
ing; and (10) Problems of Urbanization. Special-
ized bibliographies at the end of each subject
section supply sources for further research. Part 2
presents a special section of 365 publication cita-
tions produced via Comprehensive Planning
Assistance Program funds which may be found in
HUD's regional offices, the Headquarters Library,
and various State and university libraries. Indexed
geographically, these publications on planning are
also indexed via the Key Word in Context (K-
WIC) index which includes an accession number,
a title (key word or words), report date, State,
and geographic place name. (JC)

ED 107 444 RC 008 574

Leitka, Eugene And Others

Evaluation Report of Indian Education Adminis-
trator Training Program at Universities of Har-
vard, Penn State, and Minnesota. (Descriptive
Analysis). Research and Evaluation Report Se-
ries No. 22.01.

Bureau of Indian Affairs (Dept. of Interior), Al-
buquerque, N. Mex.

Pub Date Apr 75

Note—233p.

EDRS Price MF-\$0.76 HC-\$12.05 PLUS
POSTAGE

Descriptors—Achievement, Administrative Per-
sonnel, *Administrator Education, *American
Indians, Community Surveys, *Cost Effective-
ness, Educational Accountability, Educational
Assessment, *Financial Support, Graduate Sur-
veys, Higher Education, *Program Evaluation,
Surveys, Tables (Data)

Identifiers—*American Indian Administrator
Training Program, BIA, Bureau of Indian Af-
fairs

Cost-effectiveness of the American Indian Ad-
ministrator Training Program (begun in 1970 and
funded via the Bureau of Indian Affairs since
1971) was evaluated at three universities. Data
were derived from program participant ques-
tionnaires; onsite visits; personal interviews (students,
directors, professors, and administrators);
program records; and community opinionnaires. Of
the total 159 past and present participants, 105
or 66 percent responded to survey questions
designed to elicit responses relative to the:
program's relationship to grassroots determination of
educational priorities and noneducation pro-
grams; need for such programs as compared to
the availability of other programs; cost-effective-
ness factors; professional advancements, salaries,
and contributions of program graduates; types of
institutional support found at the campuses.
Findings indicated: 88 students had completed
the Master's Degree, 7 the Educational Doctor's
Degree, and 1 the Ph.D.; significant increases in
salaries and responsibilities; significant concern
among professors, administrators, and students
about program funding and direction; greatest
program successes were at Harvard (70.2 percent

completion) and Penn State (64.1 percent
completion). Recommendations emphasized pro-
gram continuance, improved funding procedures,
and the need for a program director. (JC)

ED 107 445 RC 008 575

Leitka, Eugene And Others

Evaluation Report of Indian Education Adminis-
trator Training Program at Universities of Har-
vard, Penn State, and Minnesota. (Graphic
Description). Research and Evaluation Report
Series No. 22.02.

Bureau of Indian Affairs (Dept. of Interior), Al-
buquerque, N. Mex.

Pub Date Apr 75

Note—158p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS
POSTAGE

Descriptors—Achievement, Administrative Per-
sonnel, *Administrator Education, *American
Indians, Community Surveys, *Cost Effective-
ness, Educational Accountability, Educational
Assessment, Graduate Students, Graduate Sur-
veys, *Graphs, Higher Education, Interviews,
*Program Evaluation, Surveys

Identifiers—*American Indian Administrator
Training Program, BIA, Bureau of Indian Af-
fairs

Cost-effectiveness of the American Indian Ad-
ministrator Training Program as implemented at
three universities constitutes the focus of this Bu-
reau of Indian Affairs' program evaluation. This
evaluation represents data derived from program
participant questionnaires; onsite visits; personal
interviews (students, directors, professors, and
administrators); program records; and community
opinionnaires. Data are depicted via 24 graphs
per institution and are representative of a 66 per-
cent student response among 159 students in-
volved in the program since 1970. The survey in-
struments, which are appended, represent: (1)
student responses to questions on academic
completion, present participant service to Native
Americans, service usefulness, participant evalua-
tion of training, need for program, recruitment
method, selection process, salary benefits, level of
responsibility, leadership positions, curriculum,
outcomes (degrees and certification), and per-
sonal data; (2) administrator responses to
questions on organizational structure, institutional
support, admission criteria, selection process, per
pupil and administrative costs, data on graduates,
specific problems, special program features, and
certification of Indian blood; and (3) community
responses to questions on tribal awareness, tribal
educational needs, other more suitable available
programs, funding, priorities, and program im-
pact. (JC)

ED 107 446 24 RC 008 576

The Indian Education Act of 1972. Report of
Progress for the Second Year of the Program.

Office of Education (DHEW), Washington, D.C.

Report No.—DHEW-OE-75-02401

Pub Date 14 Apr 75

Note—43p.; For related document, see RC 008
568

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Administrative Policy, *American
Indians, Change Agents, Comparative Analysis,
*Cost Effectiveness, *Educational Needs,
*Educational Objectives, Elementary Seconda-
ry Education, Field Interviews, Financial Sup-
port, Grants, Information Dissemination, *Pro-
gram Evaluation, Quality Control, Student En-
rollment, Tables (Data), Technical Assistance

Identifiers—*National Indian Education Act 1972
Program implementation under the American
Indian Education Act of 1972 (IEA) is evaluated
in this progress report via narrative and tabular
data relative to the following: (1) Comparative
Overview of 1973 and 1974 Title IV-IEA Pro-
grams (project funding, entitlement, and eligi-
bility; grants and funding; Indian pupil enrollment;
per pupil expenditure of Title IV grant award
funds; and size of grant); (2) Applications for
Funding (a summary, a 1973/1974 comparison,
and 1974 application rejections); (3) Per-
formance Reports (accomplishment of objectives
by objective type as reported by district); (4)
Evaluation Improvement Effort (quality control
conferences, field capability improvement con-
ferences, and needs for technical assistance); (5)
Field Study (survey of project directors, parent
committee chairpersons, and staff members to

determine project effectiveness and to describe
project planning, operation, and evaluation
procedures); and (6) Possible Administrative Ac-
tions (relative to the following major conclusions:
(a) projects seem to be gaining in community
support; (b) there is strong evidence of project
effectiveness; (c) communication problems
between school administrations and Indian com-
munities indicate a need for standardization of
terminology; and (d) financial support is best
spent on special staff). (JC)

SE

ED 107 447 SE 013 999

Stiegler, Laird Bartlett

Effects of Explanatory Versus Non-Explanatory
Feedback on a Basic Electricity Program Used
in the Tenth Grade.

Pub Date 71

Note—162p.; Ed.D. Dissertation, Wayne State
University

Available from—University Microfilms, 300
North Zeeb Road, Ann Arbor, Michigan 48106
(Order No. 71-29,798, MF-\$5.00, Xerography-
\$11.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Doctoral
Theses, Educational Research, Electricity,
*Feedback, *Instruction, Physical Sciences,
*Programed Instruction, Science Education,
Secondary Education, *Secondary School
Science

Identifiers—Research Reports

The major objective of this study was to de-
termine the effectiveness of two different feedback
procedures on achievement gains of 48 tenth-
grade students. Based on scores of a pretest, the
students were ranked as high, medium, or low
level achievers and randomly assigned to one of
the two treatment groups. This resulted in a 2 x 3
(feedback form x ability levels) factorial experi-
ment. The posttest scores were recorded as well
as time needed to complete the program. An
analysis of variance showed no significant dif-
ferences between the two forms of feedback. Ex-
amination of scores within each ability group in-
dicated the lowest ability explanatory feedback
group might have been aided by this type of feed-
back since their mean pre- to posttest gain score
was greater than the mean gain score of the
lowest ability level group in the nonexplanatory
feedback group. The explanatory feedback group
took more time to complete the program. For
persons managing programed materials it was
suggested that the study shows explanatory feed-
back tends to reduce number of errors made and
that achievement increases when students use it
and take notes. (Author/EB)

ED 107 448 SE 014 000

Wilson, Russell Charles

Effectiveness of Teaching Electricity to High
School Students by Varied Class Time
Sequences and Teaching Materials.

Pub Date 71

Note—124p.; Ed.D. Dissertation, The Pennsylv-
ania State University

Available from—University Microfilms, 300
North Zeeb Road, Ann Arbor, Michigan 48106
(Order No. 71-28,741, MF-\$5.00, Xerography-
\$11.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Agricul-
tural Education, Doctoral Theses, Educational
Research, *Electricity, *Instruction, Science
Education, Secondary Education, *Secondary
School Science, Teaching Procedures, Vocational
Education

Identifiers—Research Reports

The major purpose of this study was to de-
termine the effects of varied time sequences and dif-
ferent teaching materials on student achievement
in learning the basic skills and knowledge in ap-
plied electricity for the farm and home. Thirty-
seven agriculture teachers and 529 senior high
school students enrolled in vocational agriculture
in 37 schools in 17 countries participated in the
study. Nineteen teachers used a resource unit,
prepared by the writer, to teach the unit in elec-
tricity while the others used a one-page teaching
outline. The criterion measure was a test pertain-
ing to basic skills and knowledge in applied elec-
tricity for the farm and home. The test was ad-

ministered to both teachers and students as pretests and posttests. Correlations were computed and multiple regression analysis was used to identify covariates to be used for analysis of covariance. Among the findings was that there were no significant differences in learning among students taught the subject two consecutive days each week as opposed to taught daily. Mean test scores of students taught by the resource unit method were significantly higher than those taught by the teaching outline method. Student test scores correlated significantly with total number of years of science and mathematics courses completed. (Author/EB)

ED 107 449 SE 014 003

Penny, Maria Bramiot

The Development and Validation of a Process Instrument for a Unit of the Physical Science Study Committee Physics Course.

Pub Date 71

Note—153p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-1675, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Doctoral Theses, Educational Research, *Evaluation, *Formative Evaluation, *Physics, *Problem Solving, Science Course Improvement Project, Science Education, Secondary Education, *Secondary School Science

Identifiers—*Physical Science Study Committee, PSSC, Research Reports

The purpose of this study was to prepare a valid and reliable instrument to evaluate the objectives dealing with the behaviors expected in Part 1 of the Physical Science Study Committee (PSSC) physics course. There were six phases to the study: (1) identification of the processes, (2) selection thereof, (3) construction of instrument, (4) pilot study, (5) revision, and (6) validation. A questionnaire related to student academic background, as well as student records, were used to obtain measures of past scholastic performance. The most efficient set of variables for accounting for posttest variance was past performance in science and mathematics, scholastic aptitude, and sex. A factor analysis of patterns of posttest performance partially established the construct validity of the instrument. Since the selected individual difference variables were only able to account for relatively small percentages of the posttest variance, it was suggested future studies might consider a wider range of variables such as student motivation, learning style, teacher personality, classroom environment, and home environment. (Author/EB)

ED 107 450 SE 014 012

Love, Robert Alden

The Development, Field Testing and Evaluation of Three Hierarchies of Behaviorally Stated Objectives for the Chemistry Content of a Course of Instruction in Physical Science for Pre-Service Nursing Students.

Pub Date 71

Note—236p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-633, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Chemistry, College Science, Doctoral Theses, Educational Research, *Evaluation, *Higher Education, Instruction, *Medical Education, *Nursing, Preservice Education, Science Education

Identifiers—Research Reports

The purpose of this research was to develop hierarchies of behavioral objectives for the chemistry content of a one-semester course in physical science for preservice associate degree nursing students. Each of three content objectives was expressed by a series of behaviorally stated objectives which included a terminal objective for a unit of instruction. A hierarchy of objectives was developed for each unit by analyzing the competencies required by the terminal objective into subordinate competencies. It was hypothesized that 90 percent of the preservice nursing students would achieve 70 percent of the objectives and earn a mean score for competency measures of 0.70 (70 percent). There were 37 objectives

for which the competency measure yielded interval data. Four of these objectives required completion of a laboratory exercise. Analyses were carried out to determine achievement, extent of positive transfer, and validity of the hypothesized learning dependencies. Analyses revealed that 27 of 32 objectives (84.3 percent) mediated positive transfer of learning in at least 80 percent of testable transfers of learning. Of 32 hypothesized learning dependencies, 21 (65.6 percent) were accepted which met criteria for consistency, adequacy, and completeness. Revisions were made, and consideration was given to the restructuring of the hierarchies. (Author/EB)

ED 107 451 SE 014 014

Stoops, Lorena Virginia

A Study of Tracking as a Multiple Option Approach in the Department of Natural Science at Michigan State University.

Pub Date 71

Note—95p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-31,316, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*College Science, Curriculum, Demography, Doctoral Theses, Educational Research, *Higher Education, *Natural Sciences, *Predictor Variables, Science Education, *Student Characteristics, Tracking

Identifiers—Research Reports

Reported is a study to determine if significant differences existed between samples of students with regard to certain scholastic and demographic variables, to collect information as to why students chose a particular track and remained with it, and to determine students' reaction toward the track followed. The population consisted of college freshmen who remained within a given track of natural science for the three terms of the course. From the population a random sample from each of the four track groups (A, B, C, and D) was surveyed, using an attitude questionnaire. Findings showed that no significant scholastic differences and no significant difference in college major (determined-undetermined) ratio across the four tracks were found to exist. Significant differences did appear in sex ratio and race-ratio. All track groups learned of the track after registration and remained with the track primarily because of the instructor, track content, and convenience of scheduling, in that order. Significant differences did occur in student reaction across the four tracks with respect to questions relating to course and general education objectives and track acceptability. (Author/EB)

ED 107 452 SE 014 017

Hershman, Kenneth Eugene

The Efficacy of Advance Organizers and Behavioral Objectives for Improving Achievement in Physics.

Pub Date 71

Note—165p.; Ph.D. Dissertation, Purdue University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-1882, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Behavioral Objectives, *College Science, Doctoral Theses, Educational Research, Higher Education, *Instruction, Learning, Learning Activities, *Physics, Science Education

Identifiers—Research Reports

This research investigates the utility of advance organizers and behavioral objectives in a traditional introductory physics class at the college level. The advance organizer was designed to compare and contrast content to be learned with content previously studied or with assumed common knowledge. Behavioral objectives listed the expected terminal performances to be demonstrated during periodic pencil-paper examinations. A personality sketch of a famous scientist, intended to produce interest but not help the student organize his study, was included. A covariance analysis of the resulting treatment group scores was used to compare effects of treatment. The first examination was used as a covariate to equate the treatment groups on instructor effects. The Scholastic Aptitude Test scores were used as a covariate to equate groups on general ability.

Each group received the same treatment. After analysis was completed, no significant differences were found that could be attributed to treatment effects with assurance. The author concluded that the motivation and level of aspiration of the students were the decisive variables that masked treatment effects. (Author/EB)

ED 107 453 SE 014 024

Yegge, John Frederick

The Adoption of an Innovation in Physics Teaching: A Study of Factors Related to the Adoption of the Project Physics Course in American High Schools.

Pub Date 71

Note—268p.; Ed.D. Dissertation, Harvard University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-2599, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Curriculum Planning, Doctoral Theses, *Educational Innovation, Educational Research, Instruction, *Physics, *Science Course Improvement Project, Science Education, Secondary Education, *Secondary School Science

Identifiers—*Project Physics, Research Reports

Factors related to the decisions of schools to adopt or not adopt an innovation in science education were studied. The investigations tested a five-factor model of the adoption process which was developed by the author and others during a previous investigation. Data were collected from a sample of 219 American physics teachers who had attended Project Physics summer institutes in 1968 or 1969. Comparison of questionnaire responses of a random national sample of physics teachers with those of institute attendees showed strong similarities. Data on 45 variables were collected. Factor analysis established the replicability of predicted clusters of intercorrelated variables. Computer stopping criteria caused extra clusters to be identified. Although the age of the teacher was independent of the eight clusters established, age was significantly and monotonically related to adoption (adoption being more likely by younger teachers). Recommendations were made concerning appropriate actions that could be taken with good effect by concerned educators and funders to expedite the adoption of Project Physics (and, perhaps, other courses) if the relationships are causal. (Author/EB)

ED 107 454 SE 014 028

Cohen, Anna Foner

Diversity of Approaches to Problems by Students Enrolled in a Non-Calculus College Physics Course.

Pub Date 71

Note—218p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-3360, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Affective Behavior, Cognitive Objectives, *College Science, Doctoral Theses, Educational Research, Higher Education, *Instruction, *Physics, *Problem Solving, Science Education

Identifiers—Research Reports

This study was undertaken to determine whether hierarchically structured problem situations could be developed and used to identify where individual solutions to problems in elementary physics are interrupted and whether examination of student approaches to problem situations would be useful to physics teaching. A random sample of 26 students provided data on typewritten transcripts obtained from taped recordings during problem solving. Classification of the phrases involved was completed for a selection of problems. The summary of entries in each category was analyzed in conjunction with success as determined by correct final answers. A set of tasks was developed and demonstrated as successful. The Classification Scheme developed included cognitive and affective behaviors, each broken down to include an evaluative component. From the study it was concluded that students comparable to those participating in it may be engaging in evaluative judgments at levels of application or lower. That most successful solvers engage in more Cognitive-Evaluative indicators

that teachers should consider ways in which these behaviors can be encouraged in the classroom. (Author/EB)

ED 107 455

SE 014 031

Hughes, James Eric

A Comparison of Lab Method Films with Traditional Instruction in the Introductory Physics Laboratory.

Pub Date 71

Note—147p.; Ed.D. Dissertation, North Texas State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-4085, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*College Science, Doctoral Theses, Educational Research, Higher Education, *Instruction, *Instructional Films, Laboratory Experiments, *Multimedia Instruction, *Physics, Science Education

Identifiers—Research Reports

Methods of instruction involved in an introductory, nontechnical college physics course were studied and compared. Students involved were divided into experimental and control groups respectively, about 50 in each group. The experimental group was instructed by lab method films for six experiments, while the control group was taught traditionally. A Laboratory Achievement Test was administered at the end of the semester, and the means for the groups and subgroups were subjected to a Fisher's t-test for significance of difference between means. Comparisons were made for: experimental versus control students, experimental versus control males, experimental versus control females, experimental versus control students who had previous academic experience with physics, and experimental versus control students who had no previous academic experience with physics. Without exception, the experimental groups investigated had greater mean scores, but only one difference was statistically significant; this was in the subgroup of students with previous physics and favored the experimental group. It was concluded that both methods of instruction were equally effective, but several recommendations were cited for future study related to use of lab method film instruction. (Author/EB)

ED 107 456

SE 014 035

Miller, Robert Joseph

An Investigation of the Cognitive and Affective Verbal Behavior of Selected Groups of Physical Science Teachers.

Pub Date 70

Note—195p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-2382, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Higher Education, Inservice Teacher Education, *Interaction Process Analysis, *Physical Sciences, Science Education, *Science Teachers, *Secondary School Science, *Verbal Communication

Identifiers—National Science Foundation, NSF, Research Reports

The purposes of this study were to: (1) design a usable and valid modern verbal interaction analysis instrument and (2) to explore the verbalization taking place in selected ninth-grade physical science classrooms by utilizing the Modern Science Interaction Instrument (MSII). Two groups of ninth-grade physical science teachers participated. One of the teacher groups participated in a training program—an NSF summer institute and an inservice institute, with a significant part of the training in the control of classroom behavior. The second group received no special treatment. A total of 212 separate audio recordings supplied data for analysis. The nonparametric Mann-Whitney U Test was used to determine statistically significant differences in verbal behavior between the two groups and within teacher groups. The MSII detected several statistically significant differences between treatment and nontreatment groups. Verbal behavior of the nontreatment group remained relatively static through an academic year. (Author/EB)

ED 107 457

SE 014 037

Raymond, Anne Dawley

The Acquisition of Nonverbal Behaviors by Preservice Science Teachers and Their Application During Student Teaching.

Pub Date 72

Note—144p.; Ph.D. Dissertation, Oregon State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-3861, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Higher Education, *Instruction, Microteaching, *Multimedia Instruction, *Nonverbal Communication, Preservice Education, *Questioning Techniques, Science Education, Student Teachers, *Teaching Skills

Identifiers—Research Reports

This investigation was designed to determine the effectiveness of microteaching as a technique to acquire a teaching skill in the use of nonverbal cues. Participants were randomly assigned to either the control group, who taught four microlessons focusing upon two separate teaching skills, or the experimental groups, who taught six microlessons focusing upon three separate skills. All taught to acquire the skill of set induction and probing questioning; in addition, each prospective teacher in the experimental group sought to acquire the skill of nonverbal cues. Videotaped lessons with supervisory feedback provided the researcher the data needed. Criterion measures included: (1) amount of time devoted to nonverbal and congruent expressions of behavior, (2) the number of positive nonverbal interactions initiated by the teacher, and (3) a measure of teacher effectiveness obtained from secondary science students completing the Teacher Demonstration Rating Form. Conclusions drawn from the data analysis indicated significant difference at the .10 level for the criterion measure of time devoted, at the .05 level in the number of positive nonverbal interactions, but none in rating teacher effectiveness. (Author/EB)

ED 107 458

SE 014 041

Quick, Charles Leonard

An Analysis and Evaluation of an Audio-Tutorial Approach in the Biology Laboratory at the University Community and Technical College, the University of Toledo.

Pub Date 71

Note—137p.; Ed.D. Dissertation, The University of Toledo

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-2161, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Autoinstructional Methods, *Biology, *College Science, Doctoral Theses, Educational Research, *Individualized Instruction, *Instruction, Junior Colleges, Science Education, Teaching Methods, Technical Education

Identifiers—Research Reports

This study was designed to evaluate the effectiveness of a self-developed audio-tutorial (A-T) system in biology at the college level. The basic design of the study was a variation of a compromise experimental group-control group design. The control group was instructed by lecture-laboratory method, and the experimental by the A-T system. Faculty achievement and students' understanding of science were used as measures of effectiveness. Factual tests were used as pretests, used in weekly quizzes and again as part of a final examination. The Test on Understanding Science (TOUS) was used as a pretest and posttest. Other instruments used included: (1) Nelson-Denny Test scores, (2) Survey of Study Habits and Attitudes, and (3) a student questionnaire completed after the final examination. The A-T instructed group achieved at a higher level. No important between group differences were noted in growth in scores from pre-to-posttest for the TOUS instrument. A positive relationship was found between reading ability and academic achievement under both instructional methods. (Author/EB)

ED 107 459

SE 014 044

Wernegreen, Johannes Oscar

An Exploratory Study of Changes in Concepts as Measured by a Semantic Differential Instrument During a College Physical Science Course for Nonscience Students.

Pub Date 71

Note—158p.; Ed.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-7104, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, *College Science, *Concept Formation, Doctoral Theses, Educational Research, Higher Education, *Physical Sciences, Science Education, Semantic Differential, *Student Characteristics

Identifiers—Research Reports

Reported is a study to determine whether various attitudinal concepts changed in meaning during a specific college physical science course and whether various sub-groups within the total group had different initial conceptual frames of reference. The concepts studied were science teachers, the investigator himself as a science student, scientists, mathematics, the science course, and science. A before-after, one control quasi-experimental design was used, with control and experimental subjects non-equivalent in the sense of not having been randomly assigned. A Semantic Differential was administered to 328 physical science students and 100 control students at the beginning and end of a 16-week semester. Each concept was measured by 30 bipolar adjective scales. Twenty-four factor scores were calculated for each student at pre- and post-sessions. The Kaiser-Meyer-Olkin procedure was used. T-tests were used to determine similarity of groups and for analyzing gain scores. Several positive and negative changes were attributed to the treatment. It was considered evident from the study that students enrolled in this general education physical science course changed their perceptions of all concepts studied. The study generated several suggestions for change and direction toward which such courses should move. (Author/EB)

ED 107 460

SE 014 049

Dister, John Franklin

Student Development, Teacher Characteristics and Class Characteristics in Junior High School Science.

Pub Date 71

Note—292p.; Ph.D. Dissertation, The Ohio State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-4470, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Affective Behavior, *Cognitive Development, Doctoral Theses, Educational Research, Junior High Schools, Science Education, *Science Teachers, *Secondary School Science, *Student Characteristics, Teacher Characteristics

Identifiers—Research Reports

Investigated was the development of junior high school science students in specified cognitive and affective areas, as related to teacher characteristics and as interrelated with one another and with class characteristics. Criterion variables included: development of understanding of scientific concepts and processes, development of beliefs about science and scientists, development of scientific attitudes and interest in science as a subject. Student instruments used were a modification of Champlin's Beliefs about and Attitudes toward Science and Scientists Scale (BATSS), the Remmers' short form of Attitude toward Any School Subject Scale and a Concept-Process Test. Students also completed a Science Classroom Activities Checklist to provide a measure of teacher effectiveness, and questionnaires to provide background information. Teacher measures included the Science-Classroom Activities Checklist-Teacher Perceptions and the Watson-Glaser Critical Thinking Appraisal, Form Am, as well as questionnaires to provide background data. Among the conclusions, it was stated that no simple set of teacher and/or class characteristics related to student development was found; student interest in science as a classroom subject appeared to be negatively related to stu-

dent changes in other areas; positive relationships between BATSS and Attitude scale scores were generally found throughout the study. (Author/DB)

ED 107 461 SE 014 050

Fletcher, Richard Kenard, Jr.

The Effects of Grade Level and Other Factors on the Achievement in Project Physics among High School Physics Students.

Pub Date 71

Note—150p.; Ed.D. Dissertation, University of Virginia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-7271, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Doctoral Theses, Educational Research, Mathematics, *Physics, *Predictor Variables, Science Course Improvement Project, Science Education, Secondary Education, *Secondary School Science

Identifiers—*Project Physics, Research Reports

This study was designed to determine experimentally the relationship between achievement and grade level for 64 tenth-grade students, 48 eleventh-grade students, and 95 twelfth-grade physics students. All students were enrolled in the Project Physics course in their respective schools. The Physics Achievement Test (PAT) and the algebra I and II parts of the Cooperative Mathematics Test were administered at the beginning of the year. Posttest scores were derived from the average of the first four unit tests developed for the Project Physics course. The multiple linear regression approach to analysis of variance was used to test the null hypothesis that there would be no statistically significant relationships. A stepwise regression procedure was used to select the best set of predictor variables. These variables selected were used in computations relating to analysis of covariance. Results showed that tenth-grade students scored significantly lower on the posttest than each of the other grades. The eleventh-grade students were the superior group on both posttest and the I.Q. measures. The two best predictors of achievement were the algebra test and Physics Achievement Test. (Author/EB)

ED 107 462 SE 014 051

Gross, Bernard Francis

The Design of an Auto-Tutorial Genetics Course to Increase Scientific Literacy among Non-science Majors and Its Evaluation Using a Science-Related Semantic Differential Instrument.

Pub Date 71

Note—234p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-6585, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Autoinstructional Methods, Behavioral Objectives, *Biology, *College Science, *Curriculum Development, Doctoral Theses, Educational Research, General Education, Higher Education, Individualized Instruction, *Science Courses, Science Education, *Scientific Literacy

Identifiers—Research Reports

The purpose of this study was to design a course and to determine its effects on learners' perceptions of certain scientific literacy concepts. A science-related semantic differential instrument was used. Student-instructor collaboration resulted in the selection of objectives and learning strategies in order to establish an environment favorable to an increase in scientific literacy. As a result, a genetics course was structured with three levels of objectives ranging from the most inclusive and general (primary) to the least inclusive and most specific (tertiary). Six referents to scientific literacy constituted the primary objectives. Secondary objectives consisted of an investigation of a weekly theme pertinent to a current topic in genetics, phrased in question form (open-ended). The tertiary objectives were specific content objectives. Pretest and posttest measures were made of a treatment group, a reference group of science majors and a reference group of non-science majors. The responses to the semantic differential scales were factor analyzed by the principal components

method, factor loadings were derived according to the Varimax rotation. It was concluded that perceptions of scientific literacy did not differ significantly between group majors and non-science majors. The treatment group showed significant changes. (Author/EB)

ED 107 463 SE 014 053

Johnson, Victor Osofo Ibikunle

Micro-Analytical Procedures and the Multidimensional Treatment of Classroom Interaction in Science Teaching.

Pub Date 71

Note—167p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-6971, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Formative Evaluation, Group Dynamics, *Group Structure, *Instruction, *Interaction Process Analysis, *Models, Multidimensional Scaling, *Science Education—Identifiers—Research Reports

A science education process model was proposed for ultimate use in research on science teaching. In this model, classroom interaction was presented as the middle component of a three-phase system. The on-going process of classroom interaction was viewed in terms of a communications model: interaction exchanges provided communications paths through which symbolic meanings were exchanged. Micro-analytical units of behavior and events were introduced, defined, and their formulation described. The unit was used as basis for studying interaction. Three unidimensional instruments were used. Eight classrooms using inquiry-discovery approaches to science teaching were used as data sources. The dimensions of classroom interaction were analyzed to produce a reduced number of factors by means of a principal axis factor analysis with varimax rotation. A concept of dynamic structure in classroom interaction was defined and formulated mathematically. The components were considered to be the paths and pedagogical moves. The coefficient of dynamic structure was calculated for various transactional styles and showed characteristic differences consistent with hypothesized views. Plots of this coefficient across time intervals, interaction intervals or transactional styles can give a physical picture of changes in classroom interaction and be the basis for comparing classrooms, students and teachers. (Author/EB)

ED 107 464 SE 014 068

Thorsland, Martin Nils

Formative Evaluation in an Audio-Tutorial Physics Course with Emphasis on Intuitive and Analytic Problem Solving Approaches.

Pub Date 71

Note—311p.; Ph.D. Dissertation, Cornell University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-9949, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Autoinstructional Methods, *Cognitive Development, College Science, Higher Education, *Instruction, *Learning Processes, *Physics, Problem Solving, Science Education—Identifiers—Research Reports

The purposes of this study were: (1) to evaluate the effectiveness of audio-tutorial (A-T) instruction and (2) to identify, classify and study differences in problem solving approach using a theoretical framework derived from the ideas of D. P. Ausubel. Seventy of 420 students taking a college introductory non-calculus physics course used A-T methods of instruction. Questionnaires and student course exams provided data for comparison of attitudes toward the course and achievement. Attitude data were compared using Chi Square analyses. Achievement data were compared using ANOVA. Twenty-five of the A-T group were interviewed and assigned ratings indicating their intuitive (I) and analytic (A) problem solving tendencies. Four groups, low I, low A, low I-high A, high I-low A and high I-high A, were established. Groups were compared using ANOVA on various learning related parameters as SAT scores, background, achievement, and time spent in learning. Findings and conclusions

made showed that significantly more A-T students than non A-T students responded favorably to questionnaire items directly related to the objectives. It was possible to establish consistent and reliable ratings of students' intuitive and analytic problem solving tendencies. (Author/EB)

ED 107 465 SE 014 087

Shekletski, Robert James

The Effectiveness of an Additional Basic Language-Development Program on the Science Academic Achievement of Low-Achieving Kindergarten Pupils.

Pub Date 71

Note—157p.; Ed.D. Dissertation, The American University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-9166, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement, Doctoral Theses, *Elementary School Science, Kindergarten, *Language Arts, *Low Achievers, Primary Education, Remedial Instruction

Identifiers—Research Reports

This study was designed to determine the effectiveness of an additional basic language-development program on the science academic achievement of low-achieving kindergarten pupils. From responses on a performance test, an experimental and a control group were formed. Both groups received instruction in science. The experimental group also received instruction in a basic language-development program. Analyses indicated there was a significant difference in the science academic achievement between the two groups with the experimental group scoring higher. It was concluded that the use of a basic language-development program for low-achieving kindergarten pupils would improve science academic achievement. (Author/RH)

ED 107 466 SE 016 954

Berkowitz, Gisha, Ed. Levy, Alan, Ed.

Housing in the Urban Environment.

Group for Environmental Education, Philadelphia, Pa.; Pennsylvania Advancement School, Philadelphia; Philadelphia School District, Pa. Pub Date 71

Note—78p.; Related documents are ED 045 426, SE 016 955 and 956

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Conservation Education, *Curriculum Guides, *Environmental Education, Housing, Instructional Materials, Learning Activities, Metropolitan Areas, *Natural Resources, Outdoor Education, *Science Education, Secondary Education, Teaching Guides, *Urban Environment

This booklet focuses on housing, the most private human environment. The effects of housing on one's social and physical worlds, and in turn on one's attitudes toward the total environment, are examined. The activities in this booklet aim to develop an understanding of space within the housing environment, types of housing, and how one can change and control this type of environment. The 14 lessons contained in this unit deal with such housing factors as income, family size, taste, the choice process, housing needs, location, neighborhoods, and problems. Each lesson includes objectives and a purpose, a materials list, and several activities. The activities involve discussion, role playing, simulation, problem solving, map making, and worksheets. A section for teacher use suggests additional activities and provides further directions for use of the booklet. The final section prepared by the Housing Association of Delaware Valley provides advice on solving neighborhood problems. (TK)

ED 107 467 SE 016 955

Berkowitz, Gisha, Ed. Levy, Alan, Ed.

Introductory Unit to the Urban Environment.

Group for Environmental Education, Philadelphia, Pa.; Pennsylvania Advancement School, Philadelphia; Philadelphia School District, Pa. Pub Date 71

Note—55p.; Related documents are ED 045 426, SE 016 954 and 956

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

152 Document Resumes

Descriptors—*Conservation Education, *Curriculum Guides, Elementary Secondary Education, *Environmental Education, Instructional Materials, Learning Activities, Natural Resources, *Science Education, Teaching Guides, *Urban Environment

This introductory booklet is designed to provide the teacher and the student with a strong basic framework within which both can study the urban environment. The booklet contains six lessons which look at the environment as a physical place, personal place, and social organization. Each lesson contains three sections: What You May Learn, containing the objectives; Materials, listing the needed materials; and Procedure, containing the directions for the activity. The lessons involve activities which promote student understandings of environmental relationships, people, similarities, and differences. Stories, worksheets, discussions, mapping, drawing, and photography are some of the activities used to develop these understandings. A brief teacher's guide is included which explains each lesson and suggests additional activities. (TK)

ED 107 468 SE 016 956
Learning to Get Around. An Urban Environment Mapping Unit.

Group for Environmental Education, Philadelphia, Pa.; Pennsylvania Advancement School, Philadelphia; Philadelphia School District, Pa.
 Pub Date 71

Note—92p.; Related documents are ED 045 426, SE 016 954 and 955

Available from—GEE! Group for Environmental Education, Inc., 1214 Arch Street, Philadelphia, Pennsylvania 19107

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Conservation Education, *Curriculum Guides, Elementary Secondary Education, Environment, *Environmental Education, Instructional Materials, Learning Activities, *Map Skills, Metropolitan Areas, *Natural Resources, Outdoor Education, Science Education, Teaching Guides, *Urban Environment

This unit deals with mapping the urban environment. The unit is designed to help the student visualize his surroundings, read and interpret maps, and create maps. These understandings and skills are designed to help the student develop a sense of self-control and a sense of personal control over his environment. The unit is a student oriented, auto-instructional workbook. It begins with a pretest and is followed by 16 lessons. The lessons increase in difficulty and involvement as the student increases his skills in understanding, reading, and drawing maps. The lessons are activity oriented, and questions are answered through means of a self-check. The lessons include such activities as a treasure hunt, drawing maps, using map symbols, measuring, and drawing to scale. The various maps needed for the lessons are also included. A teacher's guide further explains the purpose and directions for each lesson and suggests additional interdisciplinary activities. Completing the guide is a section dealing with aerial mapping and one dealing with neighborhood interviews. (TK)

ED 107 469 SE 016 961

Wurman, Richard Saul. And Others. A Guidebook to Guidebooks. An Urban Environmental Education Resource Book.

Group for Environmental Education, Philadelphia, Pa.
 Spons Agency—Pennsylvania State Dept. of Education, Harrisburg, Bureau of Planning and Evaluation.

Pub Date 73
 Note—40p.

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, OH 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Conservation Education, Educational Resources, Elementary Secondary Education, *Environmental Education, Instructional Materials, Learning Activities, Metropolitan Areas, *Natural Resources, Outdoor Education, Resource Guides, Science Education, *Teaching Guides, *Urban Environment

This guide is a brief description of the many possibilities in theme, form, content, and organization of guidebooks that students can produce. All of the sample guides included in this

booklet share a common definition: a guidebook is any organized record of observations made about physical and other resources, presented in a manner which make this record understandable and useful to other people and enables them to access these resources. This booklet provides a number of models which a class may use in preparing a resource guidebook for use in their environment. The area to be covered, interest groups, vantage points, and processes are covered in Section 1. Section 2 is a collection of tables of contents, which provide the student with examples of information and resource topics. The tables are annotated to call attention to and explain important points. Section 3 deals with accessing resources, people, places, processes, and printed materials. A checklist, and advice on mapping, interviewing, and statistics are also included. (Author/TK)

ED 107 470 SE 017 473

Harris, Margaret L. Harris, Chester W. A Structure of Concept Attainment Abilities. Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73
 Contract—NE-C-00-3-0065

Note—394p.; contains print too small for adequate reproduction

Available from—CCL Document Service, 1025 West Johnson Street, Madison, Wisconsin 53706 (\$5.75)

Document Not Available from EDRS.

Descriptors—*Cognitive Ability, *Cognitive Processes, *Concept Formation, Concept Teaching, *Curriculum, Elementary School Mathematics, Elementary School Science, Intermediate Grades, Language Arts, Mathematics Education, Research, Social Studies, *Statistical Analysis, Test Construction, Tests

The main purpose of this monograph was to add to the understanding of interrelationships of measures of concept learning within and across subject-matter fields and their relationships with basic cognitive abilities. This monograph reports on the entire project, drawing much information from prior published individual reports which are referenced. There were four major steps in the study: (1) identifying and analyzing basic concepts in language arts, mathematics, science, and social studies; (2) developing and studying tests to measure attainment of these concepts; (3) identifying and studying tests for cognitive abilities that seemed likely to be related differentially to concept attainment; and (4) studying the relationships between concept attainment and cognitive abilities. A major section of the report is devoted to each of these areas. In addition, another section summarizes the problems and implications and gives suggestions for further study. An appendix contains much of the data and analysis along with sample test questions and some critiques of the monograph. In all cases the grade levels used were fourth and fifth grades. (Author/LS)

ED 107 471 SE 018 149

Environmental Studies Program: A Manchester Watershed Training Project. Manchester Board of Education, N.H.; Saint Anselm Coll., Manchester, N.H.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date [74]
 Grant—OEG-0-73-5422

Note—244p.; Best Copy Available; Occasional Marginal Legibility

EDRS Price MF-\$0.76 HC-\$12.05 PLUS POSTAGE

Descriptors—Curriculum, *Ecology, *Environmental Education, Equipment, *Guides, Instructional Materials, *Program Descriptions, Reports, Secondary Education, *Secondary School Science

Identifiers—Watersheds

Described is a project involving the Manchester Public School System and St. Anselm's College, intended to bring about value-changes in the citizens of Manchester and surrounding towns and to bring about ecological reform, social ecology, and good conservation methods and practices. The project involved the use of students, high school teachers, college faculty members, and the State of New Hampshire officials

from the State Water Pollution Board, State Conservation Departments, State Air Pollution Board, and State Education Department. The Studies Program, the program background, and the project staffing are described. An outline of the New England Inservice Environmental Education Program is included in the document. An Environmental Studies Guide, including a high school ecology curriculum, is presented along with a complete description of Environmental Education Homemade Equipment. A special report on Stevens Pond and a copy of the presentation units are also included in the Program package. (EB)

ED 107 472 SE 018 316

Yoder, Anita Landahl, John. Eco: An Island Simulation Game. [Includes Packet of Population Education Materials].

Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 74

Note—78p.; Marginal legibility due to colored pages

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Elementary Education, *Environmental Education, Instructional Materials, *Investigations, Juniorhigh Schools, Language Arts, *Learning Activities, Mathematics Education, Natural Resources, *Population Education, Science Education, Secondary Education, Simulation, Social Sciences, Teacher Developed Materials

These materials, developed for upper elementary and junior high school students, focus on a selected core of population learning objectives. Included are 24 self-contained student activities designed to be integrated into the existing curriculum. The activities relate to population concepts that can be investigated through mathematics, science, social science, and language arts. The investigations cover the concepts of population density, migration, carrying capacity, and limiting factors. Included as one of the activities is a simulation game involving students in the planning of an imaginary island of Eco. Each activity card is designed to give the teacher a listing of the learning objective, teacher directions, materials needed, and discussion suggestions. (MA)

ED 107 473 SE 018 318

Ortiz, James L. Urban Wild: A Manual for the Development, Implementation, and Operation of Nature Centers on School Campuses.

Huntington Beach Union High School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—115p.; Marginal legibility due to colored pages

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Conservation Education, *Educational Facilities, Elementary Secondary Education, *Environmental Education, Natural Resources, *Nature Centers, *Outdoor Education, Program Guides, *Program Planning, Science Education

The purpose of this guide is to stimulate the development of nature centers. The guide offers possible solutions for common problems which many schools face when considering an on-campus nature center, for example, lack of readily available open space, minimum knowledge of how to develop and maintain an on-campus nature center, and lack of detailed knowledge of how to utilize a nature center. The guide covers such topics as background information, site selection and acquisition, materials acquisition, layout, construction technology, obtaining plants, encouraging wildlife, and planning a curriculum for the nature center. The appendix lists other on-campus nature centers, and individuals who may be contacted for further advice. (TK)

ED 107 474 SE 018 336

Meeting of Experts on the Role of University Faculties/Colleges of Education in Population

Education (Bangkok, January 7-12, 1974). Final Report.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Report No.—BKP-74-RHD-56-500

Pub Date 74

Note—53p.

Available from—UNIPUB, Inc., P.O. Box 443, New York, New York 10016

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Colleges, Demography, *Educational Programs, *Environmental Education, Family Planning, Higher Education, Overpopulation, *Population Education, Population Growth, Population Trends, Program Development, *Universities, *World Problems
Identifiers—UNESCO

This report summarizes the Regional Meeting of Experts on the Role of University Faculties/Colleges of Education in Population Education. The meeting explored ways in which university faculties/colleges of education could serve the needs of member states in the promotion of population education. The report is divided into six parts. Organization and scope states the overall objectives of the meeting and lists the day-by-day accomplishments. The introduction presents the group's philosophy of population education. Following the introduction, the nature and status of population education in Bangladesh, India, Indonesia, Japan, Korea, Malaysia, the Philippines, Sri Lanka, and Thailand are explored. The role of university faculties/colleges of education in population education is considered, and recommendations and suggestions are made. An appendix containing the opening address, list of participants, work schedule, and a list of documents concludes this report. (BT)

ED 107 475 SE 018 414

Foster, Oma Ruth

Maryland Environmental Education Survey. Part One: The Chesapeake Bay as an Integral Part of the Environmental Education Program. Progress Report.

Maryland Univ., College Park. Natural Resources Inst.

Pub Date Jul 74

Note—48p.; Funded in part by the Edward John Noble Foundation

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Educational Programs, *Environmental Education, Evaluation Methods, *Oceanology, Reports, *Science Education, Secondary Education, *Surveys

Identifiers—*Chesapeake Bay, Maryland

This report is the result of a survey of educators using the Chesapeake Bay in environmental education courses. The goal of the survey was threefold: first, to identify persons using the Bay area in their educational programs; second, to ascertain the level of environmental education programs being offered; and third, to determine the services needed to develop a Chesapeake Bay curriculum. Questionnaires were sent to persons in Maryland, Virginia, and Pennsylvania counties located in the Chesapeake Bay watershed. Results indicated that study of the Bay was an integral part in the curriculum of the schools bordering the bay and its major tributaries. These environmental education programs were taught mainly through the science departments, at the secondary level. Also, most educators indicated a willingness to use Chesapeake Bay curriculum materials, if developed. (MA)

ED 107 476 SE 018 426

Dickas, Albert B., Ed.

Wisconsin's Lake Superior Basin Water Quality Study. Technical Report No. 1.

Northland Coll., Ashland, Wis. Sigurd Olson Inst. of Environmental Studies; Wisconsin Univ., Superior. Center for Lake Superior Environmental Studies.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C.

Pub Date 30 Apr 73

Note—200p.; Marginal legibility. For the supplement, see SE 018 427

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Conservation (Environment), *Environment, Environmental Education, *Environmental Research, Natural Resources, *Public Affairs Education, *Water Pollution Control, *Water Resources
Identifiers—*Lake Superior, Research Reports, Wisconsin

This hydrologic study focuses on Wisconsin's Lake Superior Basin. Water is the most important natural resource in this area which includes Douglass, Bayfield, Ashland, and Iron counties. This study was undertaken to determine the character of this hydrologic base and to determine the effects and extent of man-influenced disturbances. It includes an introduction, objectives, field sampling and laboratory analysis techniques, a discussion of individual control basin characteristics, a resume, future projections, a public education program, and appendices. The objectives of the study are the compilation of pertinent literature, a hydrologic and topographic analysis, a study of the present status and future predictions, a measurement of waste water assimilation, and the development of a public education program. Using both field and laboratory techniques, such factors as stream discharge, pH, and nitrates were examined. It was found that in both the eastern and western sectors of the basin, the wastes showed an above average bacteria count, with most other factors testing above minimum standards. A public education program has been included to promote public understanding in light of the present conditions and the population, recreational, and industrial pressures which will shape the hydrologic future of the area. (TK)

ED 107 477 SE 018 427

Whitnani, David M., Ed.

Wisconsin's Lake Superior Basin Water Quality Study. Supplement. Technical Report No. 2.

Northland Coll., Ashland, Wis. Sigurd Olson Inst. of Environmental Studies; Wisconsin Univ., Superior. Center for Lake Superior Environmental Studies.

Spons Agency—Bureau of Higher Education (DHEW/OE), Washington, D.C.

Pub Date 30 Apr 74

Note—130p.; Marginal legibility. For the original study, see SE 018 426

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Chemical Analysis, *Environment, Environmental Education, Laboratory Techniques, Natural Resources, *Pollution, *Public Education, Public Health, Regional Planning, *Water Pollution Control, Water Resources

Identifiers—*Lake Superior, Research Reports

During the period extending from May 1972 through April 1973, an investigation of the overall water quality conditions of streams flowing into Lake Superior from the entire state of Wisconsin was conducted. The goal of this publication was to provide much needed regional information on water quality, drainage basins, pollution sources and loads, and population distribution for use in regional planning and problem solving efforts. This report is a supplement to that original document. The reasons for this additional study are: because of the unusual weather patterns during the first year of the study, a second year of sampling was essential in order to obtain more normalized data. Second, the initial study turned up areas and portions of streams where additional sampling points were necessary to pinpoint pollution sources or watershed problems. Third, it was proposed that increased efforts on the red clay problem be carried out; and fourth, further information was necessary for a large-scale public education outreach program. This second year effort, conducted during the period May 1973-April 1974, fulfills these four objectives. (Author/BT)

ED 107 478 88 SE 018 492

Topical Modules in Secondary Mathematics. Final Project Report.

Fresno City Unified School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—P-0959

Pub Date 30 Jun 73

Note—80p.; Marginal legibility due to colored pages

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Algebra, *Basic Skills, Curriculum, Evaluation, *Individualized Instruction, *Low Achievers, *Program Evaluation, Research, Secondary Education, *Secondary School Mathematics, Teacher Developed Materials
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Summative evaluation of an ESEA Title III project designed to raise the mathematics achievement scores of low achievers in grades 10 and 11 is reported. In a summer writing project, teachers developed 21 arithmetic modules and 11 algebra modules for use by students on an individual basis. Students used the modules at their own pace and stayed with a module until criterion performance was achieved. Evaluation was based on pretest and posttest scores on the Comprehensive Tests of Basic Skills (CTBS), Form Q, Level 4, and an attitude survey instrument developed by the project; comparisons with a control group were made. The objective of raising CTBS scores by 1.2 months per month in the program was achieved for the algebra modules group, but not for the total group. There was no significant difference between the gains on CTBS total score made by experimental and control groups; there were, however, some differences on subscale scores. Experimental students had a more positive attitude toward mathematics at the time of post-testing than at pretesting, while the reverse was true for controls. (SD)

ED 107 479 SE 018 510

A Guide to Running a Recycling Project, Second Edition.

Oregon Recycling Information and Organizing Network, Portland.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 74

Note—13p.; See ED 103 199 for an earlier edition

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Conservation Education, *Environmental Education, Guides, *Natural Resources, Projects, *Recycling, *Waste Disposal

Today's increasing awareness of shortages has prompted people to reevaluate their consumption patterns of natural resources. In a time when there is no "away" location to throw wastes, many recycling centers have been organized. This guide contains information needed to organize and operate a recycling project. Suggestions for collection sites, collectable materials, and pick-up times and services are included. One full page is devoted to a chart illustrating how to handle the different recyclables. Details for an effective publicity campaign are given, and possible legal requirements for a recycling depot are listed. Other topics include containers for recyclables, special equipment needed for the depot, volunteer help, and other helpful suggestions. (MA)

ED 107 480 SE 018 604

West, Felicia E.

The Devil's Millhopper: A Resource for Developing Field Studies. Resource Monograph No. 2.

Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date Nov 73

Note—74p.; Related documents are ED 086 489, ED 103 220, SE 018 605 and 606. Best Copy Available; Occasional marginal legibility

Available from—P. K. Yonge Laboratory School, University of Florida, College of Education, Gainesville, Florida 32611

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Environmental Education, Field Studies, Field Trips, *Learning Activities, Natural Resources, *Resource Guides, *Science Education, Secondary Education, Teaching Guides
Identifiers—*Florida

This resource monograph is one of a series designed as a teaching guide for field studies. Each guide centers around the exploration, observation, and interpretation of a field site in one of the four geological areas of Florida. Incorporated into the guides are many of the subject-matter schemes of the Earth Science Curriculum Pro-

gram (ESCP) and three major process schemes: science as inquiry, comprehension of scale, and prediction. These guides also give the teacher information on the planning and execution of the field trip, as well as educational objectives, learning activities, and teaching materials available. The primary site for field study in this guide is the Devil's Millhopper, a collapse sink near Gainesville. Incorporated into the investigation of the area are activities in geology, history, mathematics, art, language arts, and environmental studies. The major theme for all these is change. Also included in this field trip is a stream study of Hogtown Creek. This guide contains directions for the activities, data sheets, and evaluation sheets. With some modification, these activities can be used at primary or secondary grade levels. (MA)

ED 107 481 SE 018 605
West, Felicia E.

Resource Guide for Field Study: St. Augustine to Flagler Beach. Resource Monograph No. 4.
Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date Feb 74
Note—38p.; Related documents are ED 086 489, ED 103 220, SE 018 604 and 606
Available from—P. K. Yonge Laboratory School, University of Florida, College of Education, Gainesville, Florida 32611

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Environmental Education, *Field Studies, Field Trips, Learning Activities, Natural Resources, *Resource Guides, *Science Education, Secondary Education, Teaching Guides

Identifiers—*Florida

This resource monograph is one of a series designed as a teaching guide for field studies. Each guide centers around the exploration, observation, and interpretation of a field site in one of the four geological areas of Florida. Incorporated into the guides are many of the subject-matter schemes of the Earth Science Curriculum Program (ESCP) and three major process schemes: science as inquiry, comprehension of scale, and prediction. Each guide gives the teacher information on the planning and execution of the field trip, as well as educational objectives, learning activities, and teaching materials available. This particular resource guide is concerned with a field trip along the east coast of Florida. It provides the teacher and secondary students with the opportunity to observe the topography of Florida, evidences of former stands of sea level, mineral resources of the area, and shoreline features of the east coast. Areas included in the trip are Fowler's Prairie, Devil's Sink, Lady Slipper Lake, and Florahome Valley. Photographs and maps of the area covered are an integral part of the guide. A road log and bibliography conclude this teacher resource. (MA)

ED 107 482 SE 018 606
West, Felicia E.

Resource Guide for Field Study of the Cedar Keys Area on Florida's Gulf Coast. Resource Monograph No. 5.
Florida Univ., Gainesville. P. K. Yonge Lab. School.

Pub Date Feb 74
Note—31p.; Related documents are ED 086 489, ED 103 220, SE 018 604 and 605
Available from—P. K. Yonge Laboratory School, University of Florida, College of Education, Gainesville, Florida 32611

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Environmental Education, *Field Studies, Field Trips, Learning Activities, Natural Resources, *Resource Guides, *Science Education, Secondary Education, Teaching Guides

Identifiers—*Florida

This resource monograph is one of a series designed as a teaching guide for field studies. Each guide centers around the exploration, observation, and interpretation of a field site in one of the four geological areas of Florida. Incorporated into the guides are many of the subject-matter schemes of the Earth Science Curriculum Program (ESCP) and three major process schemes: science as inquiry, comprehension of scale, and prediction. The guides also give the teacher information on the planning and execution of the field

trip, as well as educational objectives, learning activities, and teaching materials available. On this field study, secondary students observe the topography of the state from central Florida to the west coast of the peninsula. The character of the Gulf Coast and land features resulting from running water, solutions, winds, waves, and ocean currents, and the fluctuation of sea levels are the focal points of the study. Photographs and maps of the areas studied are included, as well as a road log and bibliography. (MA)

ED 107 483 SE 018 623
The Status of Environmental Education in Connecticut's Elementary and Secondary Schools 1973-1974.

Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.

Pub Date 74

Note—18p.; Best copy available; occasional broken type

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Curriculum, *Elementary Education, *Environmental Education, Evaluation, Instruction, *National Surveys, Reports, *Secondary Education, *Surveys

Identifiers—Research Reports

This report is the result of a survey conducted in Connecticut to determine the status of environmental education in the elementary and secondary schools. One major purpose of the survey was to identify the principal strategies used to introduce environmental education to the school programs. The two most popular methods being used nationwide were integration and course addition. Different questionnaires for grades K-6 and 7-12 were developed and distributed throughout the state. The results of the survey indicated that integration was used most often in both elementary and secondary schools; however, the degree to which this method was utilized decreased in the higher grade levels where more course offerings were available. Also, it was found that the environmental education programs were primarily science oriented, at both the elementary and secondary levels. Recommendations included the need for more integration of the social, political, and aesthetic aspects of environmental education, as well as for more inservice teacher preparation and dissemination of information on existing environmental education materials. (MA)

ED 107 484 SE 018 630
Powell, Phillip E. And Others

Man and Environment.

Arkansas State Dept. of Education, Little Rock.

Pub Date [74]

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Conservation Education, Ecology, Educational Television, Elementary Secondary Education, *Environmental Education, Instructional Materials, *Interdisciplinary Approach, Learning Activities, Natural Resources, Science Education, *Teaching Guides

Identifiers—Arkansas, *Man and Environment

This interdisciplinary environmental education guide for teacher use focuses on a variety of environmental issues reflecting the theme that man is a part of nature and therefore must take action in the effort to save the environment. Although the guide was designed to be used in conjunction with the Man and Environment television series, it can also be used as supplementary material for classroom investigations or discussions, function as a course activities guide without the rigidity of a textbook, and/or present resource information available from local communities and state-wide organizations. The guide contains such issues as Environmental Perception, Wildlife and Man, Soil and Man, Inter-group Tension, Impact of Political Systems, and Myths of Technology. Each issue contains concepts, a brief summary, and activities. The activities include resource speakers, gardening, literature, films, discussion, group work, and others. (TK)

ED 107 485 SE 018 825
Fletcher, Richard K., Jr.

A Study of the Relationship Between Quantitative Methods and Achievement in High School and College Science Courses.

Pub Date 8 Nov 74

Note—18p.; Paper presented at the Annual Meeting of the School Science and Mathematics Association (Cincinnati, Ohio, November 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Chemistry, Educational Research, Instruction, *Integrated Activities, Literature Reviews, *Mathematics Education, Physics, *Science Education, Secondary Education, *Secondary School Science

Identifiers—Research Reports

Presented is a summary of some of the available literature in which emphasis is placed on the mathematical skills required for science courses presented on the high school level. A considerable emphasis is placed on the skills required for a high school physics course. The author concludes that, in general, measures of quantitative ability are positively and significantly correlated with success in the physical sciences and that the importance of verbal ability in predicting successful achievement in both mathematics and the sciences is of primary concern. It is strongly recommended that teachers in these areas make a special effort to reinforce the learning which transpires in one discipline by showing the way it can be utilized in other areas. (Author/EB)

ED 107 486 SE 018 836
Council of Europe News-Letter 5/74.

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Pub Date Dec 74

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Comparative Education, Curriculum, *Education, Educational Policy, *International Education, *Newsletters

Identifiers—*Council of Europe

In this issue of the newsletter the following documents, written in English, are presented: four documents on the reform of secondary education, at present under study, in France; for Sweden, a summary on the report made of organization and structure—the working conditions in schools; from Switzerland, the concluding chapter of the opinion of the Swiss Science Council on the report regarding secondary education of the future; and from the United Kingdom, a statement of policy on behalf of the Labour Party related to the principles of educational policy. (EB)

ED 107 487 SE 018 847
Kennedy, Keith

The Effectiveness of a Comparative Advance Organizer in the Learning and Retention of Metric System Concepts.

Pub Date Mar 75

Note—9p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Achievement, Cognitive Measurement, *College Science, Educational Research, *Elementary School Teachers, Higher Education, *Instruction, *Learning Processes, Metric System, Science Education, Teacher Education

Identifiers—*Advanced Organizers, Research Reports

Using student ability, measured by grade point average and cognitive structure, as measured by the number of high school and college courses in science and mathematics, as predictor variables, the investigator attempted to determine the reliability of the use of advance organizers to enhance the retention of meaningful concepts. Students enrolled in a required course, Physical Science for Elementary Teachers, were the participants and were randomly assigned to one of three treatment groups. Group 1 received an investigator-developed comparative advance organizer prior to instruction in the metric system; group 2, an investigator-written historical account of its development; and group 3 received no prior instruction and was used for control purposes only. All participants within each group were subdivided according to ability and cognitive structure.

The McFee Metric Test, the instrument used as a pretest, the study of experimental introductory passages, participation in learning activities, post-testing, and delayed posttesting were incorporated into the study. A 2 x 3 analysis of variance was used and when significant F ratios were

obtained, the Scheffe Test was used in a post hoc partitioning of the sum-of-squares. Results suggested that the comparative advance organizers have potential that needs to be more fully utilized. (Author/EB)

ED 107 488 SE 018 864
Gullickson, Arlen R. Horn, Jerry G.
A Strategy for Disseminating Elementary Science Curricula.

Pub Date Mar 75
Note—12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Curriculum, *Curriculum Development, *Elementary School Science, *Information Dissemination, Mass Media, *Program Descriptions, Science Curriculum, *Science Education, Science Materials, Surveys

Identifiers—South Dakota

Presented is a description of a program developed to provide better dissemination of curricula, particularly for elementary school teachers and principals. The strategy described, *Tactics for Applying Programs in Education (TAPE)*, an NSF-funded project, involved extensive use of mass media channels for creating awareness of science curricula programs and establishment of a resource services component to stimulate interest among school personnel and facilitate their exploration of opportunities for implementing available curricula. Such materials included television advertisements, brochures, journal articles and feature stories, and ads for radio and newspaper. To validate the results of the project, it was developed as a quasi-experiment. A stratified random sample of approximately 1,200 teachers, principals, and the general public was contacted by mail to learn how many were familiar with the selected curricula. These data are to be compared to a similar postassessment to be completed the following spring. (EB)

ED 107 489 SE 018 905
Padilla, Michael J. Smith, Edward L.
The Teaching and Transfer of Seriation Strategies Using Non-Visual Variables with First Grade Children.

Pub Date 18 Mar 75
Note—22p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 18-20, 1975). Best copy available; Occasional broken type

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Associative Learning, Educational Research, *Elementary School Science, Instruction, *Learning Processes, Primary Education, Science Education, *Serial Learning, *Transfer of Training

Identifiers—*Piaget (Jean), Research Reports

Reported is a study of the teaching and transfer of seriation strategies using non-visual variables with first-grade children. Sixty first-grade children were administered Piaget's stick seriation task and classified as stage I (non-seriators) and stage III (seriators). From this group 24 were chosen and assigned to strategy treatment groups. Treatment group one, Extreme Value Selection Strategy (EVS), was taught to seriate the materials using a strategy which focused on choosing the greatest element from the unordered elements and placing it next in the row until all objects were in order. Treatment two, Insertion Strategy (INS), was taught to seriate by choosing randomly and then placing in proper position. Treatment group three, the control (CON), simply practiced the seriation task with feedback on correction. Groups were taught in three separate sessions. Data were collected on number of trials to criterion which was defined as the successful completion of the task using the exact strategy taught. A Kendall's Tau correlation was computed on posttest results to judge the degree of correctness for each task. Multivariate analysis indicated significant differences (p less than .05) with the EVS strategy group's mean scores superior to the INS or CON groups, and the INS group superior to the CON group. Analysis of trials to criterion (TTC) data showed no difference between stage I and stage III children. (Author/EB)

ED 107 490 SE 018 961
Young, Darrell D.
Retention Studies Since 1960.

Pub Date Mar 75
Note—12p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Educational Research, Followup Studies, *Learning, *Literature Reviews, *Retention, Scholarly Journals, *Science Education, Surveys

Identifiers—Research Reports

The purpose of this study was to examine several of the leading journals in science education in order to determine how many of the research studies reported contained followups of a retention nature. Four journals were examined: (1) *Journal of Research in Science Teaching*, (2) *Science Education*, (3) *Journal of College Science Teaching*, and (4) *School Science and Mathematics*. Results of the survey indicate that few studies are performed that make any attempt to continue their work beyond the close of the experiment. The survey does clearly indicate that more and more researchers are continuing to follow-up on the results of their research. (Author/EB)

ED 107 491 SE 018 964
Bedwell, Lance E.

The Effects of Two Differing Questioning Strategies on the Achievement and Attitudes of Elementary Pupils.

Pub Date Mar 75
Note—16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (48th, Los Angeles, California, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Educational Research, Elementary Education, *Elementary School Students, Inquiry Training, *Instruction, *Questioning Techniques, Science Education, *Student Attitudes, Teaching Methods

Identifiers—Research Reports

After participating in an inservice workshop designed to improve question-asking skills, nine teachers conducted discussion lessons based on science history stories selected from a fourth-grade reading series. Pupils within each class were randomly assigned to one of two groups. One group participated in discussion lessons that involved the extensive use of high level questions by the teacher. The second group's teachers used a preponderance of low level questions. Effects were evaluated using three lesson posttests which measured achievement at six levels of cognition and a measure to determine student attitudes toward the instruction and subject matter. Interpretation of the data analyzed showed it was possible to train teachers to classify and to write questions according to cognitive level using the procedures of the study, and to raise the cognitive level of their class discussions. Analysis of tape recordings produced before and after the workshop supported this conclusion. The different level of questioning did not seem to effect greater student achievement or more positive attitude. (Author/EB)

ED 107 492 SE 019 012
Winston, Susan And Others
Flowcharting. A Beginning Mathematics Unit.

District of Columbia Public Schools, Washington, D.C. Teacher Corps.
Pub Date Sep 71

Note—73p.; Marginal legibility on entire document
Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Flow Charts, *Instruction, Objectives, Secondary Education, *Secondary School Mathematics, Teacher Developed Materials, *Teaching Guides, *Teaching Techniques

This is a flowcharting unit developed by teachers. There is a listing of the unit's objectives, the terminal one being that the student be able to draw and follow a flowchart describing a simple task involving a decision. A copy of the

pretest is included. The first set of materials consists of four lessons and is a contract the student makes with the teacher. It is to be accomplished in one week. The second set has twelve activities, some mathematical and some nonmathematical in nature. The third set consists of four lessons. These lessons are nonmathematical in nature. The fourth set employs discovery lessons. There are both mathematical and nonmathematical examples. Evaluation materials and a final test written in flowchart form are included. (KM)

ED 107 493 SE 019 013
Perimeter. A Mathematics Instructional Module.
District of Columbia Public Schools, Washington, D.C. Teacher Corps.

Pub Date 72
Note—54p.; Marginal legibility on entire document
Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Elementary School Mathematics, *Geometric Concepts, *Individualized Instruction, Instruction, Intermediate Grades, *Laboratories, *Measurement, Teacher Developed Materials, Teaching Guides

This learning module on perimeter contains many classroom experiences. It provides: (1) student options in the selection of activities for the achievement of objectives, (2) "hands on" activities and real models for real problems, (3) self-pacing for individualized instruction, and (4) a variety of media and strategies. The module is to be completed in three to five days. Six objectives are given. The materials include a pretest, 24 activities, a criterion test for each objective, and a posttest. (Author/KM)

ED 107 494 SE 019 019
Computer Graphics for Learning Mathematics
(NSF College Teacher Workshop, Carleton College, Northfield, Minnesota, 1974).

Pub Date 74
Note—30p.; Contains print too small for adequate reproduction
Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Calculus, *College Mathematics, *Computer Graphics, Curriculum, *Films, Higher Education, Instruction, *Instructional Materials, Mathematical Models, Mathematics Education, Probability, Teacher Workshops, *Visual Aids

College teachers attending an NSF-sponsored summer workshop (1974) produced a series of films showing computer displays of mathematical problems and phenomena. These instructional materials are organized into four units: (1) functions and graphs; (2) analysis; (3) probability, statistics, and simulation; and (4) mathematical models. They are keyed to courses outlined by the Committee on the Undergraduate Program in Mathematics (CUPM). In the development of films, special attention was given to the needs of mathematically-deprived students. The forty-six films are available in Super 8 and 35mm slide sequence formats; they are black and white and run three to five minutes each. Descriptions and pictorial summaries are provided in this booklet. Packages appropriate for various courses are also suggested. (SD)

ED 107 495 SE 019 058
McKenna, Harold J.
A Curriculum Guide for Ninth Grade in Environmental Science. First Rough Draft.

City Univ. of New York, N.Y. City Coll.
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 74
Note—85p.; Marginal legibility. A related document is SE 019 059

Available from—Dr. Harold J. McKenna, Director, Environmental Studies Program, The City College of New York, Klapper Hall, Room 104, New York, New York 10031 (\$5.00); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Case Studies, *Curriculum Guides, Energy, *Environmental Education, *Grade 9, Instructional Materials, Interdisciplinary Ap-

proach, *Junior High Schools, Learning Activities, Pesticides, Pollution, Population Education, Science Education, *Teacher Developed Materials, Teaching Guides

This curriculum guide is a rough draft for a suggested course of study in environmental science. This draft was developed by science teachers from the Greater New York area and was designed for the ninth grade, but could be used for any grade level with modifications. This course of study suggests an interdisciplinary approach to studying the environment and has sub-headings for teachers to use in developing their daily lesson plans. There are four basic units in the outline: Population, Energy, Pesticides, and Pollution. These units are further subdivided into: Topic, Understandings and Concepts, Activities, and Supplementary Information. As modification of this guide continues, it is hoped that specific laboratory and field modules might be incorporated along with a list of visual aids available in the various topics. (Author/BT)

ED 107 496 SE 019 059

McKenna, Harold J.
Water Pollution, Environmental Science Curriculum Guide Supplement.

City Univ. of New York, N.Y. City Coll.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 75

Note—78p.; A related document is SE 019 058
Available from—Dr. Harold J. McKenna, Director, Environmental Studies Program, The City College of New York, Klapper Hall, Room 104, New York, New York 10031 (\$5.00); ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Curriculum Guides, Environment, *Environmental Education, *Grade 9, Instructional Materials, *Junior High Schools, Learning Activities, Lesson Plans, Pollution, Science Education, Teaching Guides, *Water Pollution Control, Water Resources

This curriculum guide is a 40-day unit plan on water pollution developed, in part, from the National Science Foundation Environmental Science Institutes' Ninth Grade Environmental Science Curriculum Guide. This unit contains teacher lesson plans, suggested teacher and student modules, case studies, and activities to be developed by teachers interested in water pollution. Among the topics discussed are: What is Water? Why Is Water Important? How Do We Use Water? Where Does Water Come From? What Is Water Pollution? What Are the Chemical and Physical Aspects of Water Pollution? What Are the Biological Aspects of Water Pollution? What Are the Sources of Pollution? What Are Some Pollution Disasters? What Are the Financial Effects of Pollution? Each student module contains a statement of purpose, implementers or materials, prerequisite skills, instructional objectives, diagnostic pretest, modular program, and evaluative posttest. (BT)

ED 107 497 SE 019 064

Cresly, Daniel
Sudden Infant Death Syndrome (SIDS): The Quiet Killer.

Pub Date 74
Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Child Care, *Death, *Health Education, *Infant Mortality, *Infants, Medical Education, *Preventive Medicine

This material was developed to be used by instructors in the health related fields who have contact with nurses, doctors, ambulance crews, emergency medical technicians, and paramedics. The essay is a summary from various portions of an educational unit. The objective of the essay is to provide the reader with current up-to-date factual information involving Sudden Infant Death Syndrome (SIDS). The article is divided into the following four categories: (1) general facts concerning SIDS, (2) medical research involving SIDS, (3) professional involvement with SIDS, and (4) parental reaction to SIDS. A review of the literature was made and is presented in summary form. An extensive list of references is included. (Author/EB)

ED 107 498 95 SE 019 071
Development of Career Opportunities for Technicians in the Nuclear Medicine Field. Final Report.

Technical Education Research Center, Cambridge, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-V-257995

Pub Date Jan 75

Grant—OEG-0-8-070313-4602(085)

Note—172p.; The third reprint of a published article listed in Appendix X is copyrighted and therefore not available. Occasional small type used in appendices

Available from—ERIC/SMEAC, The Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Career Opportunities, Educational Research, *Medical Education, Medical Technologists, *Medicine, Nuclear Physics, *Radiologic Technologists, Research, *Technical Education

This report describes a nationally coordinated program development project whose purpose was to catalyze the implementation of needed post-secondary educational programs in the field of nuclear medicine technology (NMT). The NMT project was carried out during the six year period 1968-74 in cooperation with more than 36 community/junior colleges and other institutions in 22 states. It involved more than 400 hospitals, 12 industrial employers, 29 universities, and particularly close cooperation with leading nuclear medicine practitioners, major NMT professional societies, and the American Medical Association on Medical Education. In addition, this report generalizes on the difficult problems which emerging occupations present to our nation's educational system and makes recommendations for systematic new approaches to keep our education relevant to the changing needs of new and emerging occupational fields. (Author/EB)

ED 107 499 SE 019 079

Collis, K. F.
A Study of Concrete and Formal Operations in School Mathematics: A Piagetian Viewpoint.

Australian Council for Educational Research, Hawthorn.

Pub Date Feb 75

Note—205p.; ACER Research Series No. 95
Available from—Lawrence Verry, Inc., River Road Mystic, Connecticut 06355 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Cognitive Development, Conservation (Concept), Curriculum, Effective Teaching, Elementary School Mathematics, Elementary Secondary Education, *Learning, *Learning Theories, *Logical Thinking, *Mathematics Education, Research

Identifiers—*Piaget (Jean)
This book examines the Piagetian periods of concrete operations and formal operations from both educational and psychological points of view. The twin purposes are to interpret these levels and the transition between them in terms of implications for mathematics curriculum and teaching, and to derive psychological implications from experiences in the mathematics classroom. The author begins by detailing each of these problems. He then describes seven experiments using mathematical stimuli. These experiments involve and inequality relationships, work within elementary mathematical systems, combinations of operations, the relationship between memory span and performance of elementary operation, development of equivalence relations, and preference for logical consistency in mathematics material. In conclusion, the author summarizes the relationships between his findings across these experiments and the Piagetian model. He raises some methodological issues and suggests avenues of further research. (SD)

ED 107 500 SE 019 109

Ebeling, David George
The Ability of Sixth Grade Students to Associate Mathematical Terms With Related Algorithms.

Pub Date 73

Note—93p.; Ed.D. Dissertation, Indiana University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106

(Order No. 74-2646, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Algorithms, Curriculum, Doctoral Theses, Elementary Education, *Elementary School Mathematics, Grade 6, Instruction, *Mathematical Vocabulary, Modern Mathematics, *Research, Test Construction, *Whole Numbers

Identifiers—Research Reports

The "modern mathematics" curriculum places considerably more emphasis on the use of precise terminology when referring to properties of whole numbers than did previous curricula. The relationship between the ability to make these verbal associations and other aspects of mathematics achievement of sixth graders is investigated in this study. A Mathematics Vocabulary Test was developed, pilot-tested, and reviewed by mathematics educators. The final 36-item form was then administered to 1,094 sixth graders in 19 randomly selected Indiana schools. Test results were analyzed on the basis of five variables: (1) vertical or horizontal presentation of the algorithms, (2) normal or inverse order in writing the algorithm, (3) textbook used, (4) sex, and (5) standardized mathematics achievement test scores. The mean score on the test was 16.66 items or 46 percent. Scores on this test correlated positively with standardized achievement test scores. There was a significant difference (p less than .05) favoring scores on algorithms in normal order, but no effect for horizontal vs. vertical presentation. There were no differences observed on the basis of sex, but there was a significant difference between two of the four textbooks used by students in the sample. (Author/SD)

ED 107 501 SE 019 110

Niemann, Donald Frederick
A Study of the Degree to Which Seventh, Eighth, and Ninth Grade Students Have Obtained Minimum Mathematical Competencies and Skills as Recommended by the National Council of Teachers of Mathematics.

Pub Date 73

Note—153p.; Ed.D. Dissertation, University of Nebraska - Lincoln

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-13,006, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Basic Skills, Doctoral Theses, Evaluation, *Guidelines, Mathematics Education, *Objectives, *Research, Secondary Education, *Secondary School Mathematics

Identifiers—*National Council of Teachers of Mathematics, NCTM, Research Reports

A test of the forty-eight minimum mathematical competencies and skills identified by the National Council of Teachers of Mathematics (NCTM) was developed and administered to 1,239 students in randomly selected seventh, eighth, and ninth grade classes. The test consisted of two items for each competency identified, and students were declared to have achieved a given goal only if they answered both relevant items correctly. Comparisons between grade levels revealed that ninth-grade achievement was statistically greater than eighth-grade achievement on four competencies, and greater than seventh-grade achievement on 37 competencies. Eighth-grade achievement exceeded seventh-grade achievement on 37 competencies and ninth-grade achievement on 3 competencies. Mean scores (on the basis of 96 items) were 48.79 (seventh grade), 57.81 (eighth grade), and 58.36 (ninth grade). There were no differences observed on the basis of school size or grouping procedure. Ninth-grade students in algebra courses performed significantly better than those in non-algebra courses. (Author/SD)

ED 107 502 SE 019 111

Jacobs, Judith Ellen
A Comparison of the Relationships Between the Level of Acceptance of Sex-Role Stereotyping and Achievement and Attitudes Toward Mathematics of Seventh Graders and Eleventh Graders in a Suburban Metropolitan New York Community.

Pub Date 74

Note—110p.; Ph.D. Dissertation, New York University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-12,844, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Achievement, Attitudes, *Doctoral Theses, Mathematics Education, *Research, Secondary Education, *Secondary School Mathematics, Sex Discrimination, *Sex Role Identifiers—Research Reports, *Sex Role Stereotyping

This study investigated the relationship of mathematics achievement to attitude toward mathematics and the level of acceptance of sex-role stereotypes. Forth males and 40 females from each of seventh and eleventh grades participated in the study. Measurement of the variables was achieved by use of the California Achievement Test - Mathematics, Aiken's Revised Mathematics Attitude Scale, and the Personal Values Abstract. Data collected were submitted to an analysis of variance; the seventh-grade data were also submitted to a multiple regression analysis. The results of these analyses indicated that mathematics attitude and achievement were correlated (p less than .01) for every group except eleventh-grade males. Overall, males had a more positive attitude toward mathematics than females (p less than .05), but this difference was not significant at either grade level alone. At the seventh-grade level there was no achievement difference between the sexes, but at eleventh-grade level, males had higher achievement scores than females. Eleventh-grade females were more accepting of sex-role stereotyping than eleventh-grade males or seventh-grade females (p less than .10). Contrary to the masculine identification hypothesis, high-achieving females were more accepting of stereotyping than low-achieving females (p less than .05). (Author/SD)

ED 107 503

SE 019 112

Flake, Janice Louise

The Use of Interactive Computer Simulations for Sensitizing Mathematics Methods Students to Questioning Behaviors.

Pub Date 73

Note—140p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-12,015, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Computer Oriented Programs, Doctoral Theses, Effective Teaching, Feasibility Studies, Higher Education, *Mathematics Education, *Questioning Techniques, *Research, Simulation, Teacher Education, *Teaching Methods

Identifiers—Research Reports

This study investigated the feasibility of designing, developing, and using an interactive computer program which would encourage effective questioning behaviors by participating mathematics teachers. The computer role was that of a fictitious class; participating teachers asked questions at a terminal and the program generated responses of the fictitious class. The program design depended upon articulating models for lesson planning, Henderson's moves and strategies, Polya's approach to problem solving, and a simplified learning theory. Sixty-four students participated in the developing stages of the program. The program was used in conjunction with class discussion. Behavior changes were assessed for a class of 25 participants. Of these 25, 22 exhibited an increase in going beyond the first responses of a student, 19 increased their behavior of modelling a prescribed problem-solving strategy, and 24 demonstrated a positive attitude toward the overall unit. (Author/SD)

ED 107 504

SE 019 113

Freitag, Richard Alan

Case Studies of a Teaching Model: Teaching Through Games.

Pub Date 74

Note—173p.; Ed.D. Dissertation, State University of New York at Buffalo

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-14,300, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Activity Learning, Curriculum, Doctoral Theses, *Games, *Instruction, Mathe-

tics Education, *Research, Secondary Education, *Secondary School Mathematics, Teaching Methods, *Teaching Models Identifiers—Research Reports

The objective of this study was the development of a teaching model based on the concept and use of (non-simulation) games in the mathematics classroom. The game model was defined according to the organization described by Joyce and Weil. Six games were used in the study; each televised game session was preceded by a pre-test and followed by a posttest, student questionnaire and teacher interview. Three different levels of application of games in the classroom were defined: in level 1 games, the rules do not reflect the concept or skill to be learned, while rules for games of levels 2 and 3 reflect the concept and skill, respectively. Each game was subject to a case study; different teachers and classes were used for different games. Videotapes were analyzed by an observational system using 35 variables in six categories: effects of the model, student tasks, teacher roles, student roles, norms, and game levels. Results indicated that use of the games had effects on mastery of the skill or concept, motivation, development of self-discipline, cooperative spirit, competitive spirit, and social acceptance. The most frequent teacher roles and most important student tasks were also isolated. (Author/SD)

ED 107 505

SE 019 114

Murray, Dennis E.

Mathematical Readiness of Six-Year-Olds and the Placement of First Grade Mathematical Topics.

Pub Date 73

Note—126p.; D.Ed. Dissertation, Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-16,049, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Achievement, Conservation (Concept), Doctoral Theses, *Elementary School Mathematics, *Grade 1, Instruction, Learning, Primary Education, *Readiness, *Research, Tests, Textbooks

Identifiers—Research Reports

This study investigated the relationships among mathematics achievement scores of first graders, the order of presentation of difficult topics, the use of readiness activities, and scores on a conservation test. The study was developed and conducted in four phases. Phase 1 included analysis of 70 randomly selected first-graders' work on the Metropolitan Mathematics Achievement Test (Primary I Form F, 1970) to determine which items had been most difficult, and the matching of these items with concepts as presented in the Houghton Mifflin level one textbook (1972). During phase 2, first grade classrooms were randomly assigned to three treatment groups. The Kuhlmann Anderson Intelligence Test, the Metropolitan Achievement Test Primer Form F, and the Murray Test of Conservation were administered. During phase 3, treatments were developed and treatment workshops were conducted. During phase 4, treatments and posttests were administered and data analyzed. Data were analyzed using analysis of variance and covariance (covariates: pretest measures). Significant differences were observed. (Author/SD)

ED 107 506

SE 019 115

Baxter, Marion McComb

Prediction of Error and Error Type in Computation of Sixth Grade Mathematics Students.

Pub Date 73

Note—168p.; D.Ed. Dissertation, Pennsylvania State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-15, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—*Basic Skills, Calculation, Doctoral Theses, Elementary Education, *Elementary School Mathematics, *Error Patterns, Feedback, Grade 6, *Instruction, Mathematics Education, *Research

Identifiers—Research Reports

The study of computational errors among sixth grade students included identification and classification of errors, investigation of the effects of two feedback treatments and of classwork and homework on error patterns, and investigation of

the relationships of error patterns with intelligence, mathematics achievement, attitudes toward mathematics, teacher appraisal, and combinations of these variables. The two feedback treatments consisted of eight weekly homework or eight weekly classwork assignments involving the use of the four fundamental operations on the digits 6, 7, 8, 9, and occasionally 5 and 0. One group received feedback only during the first four weeks, while the second group received feedback only during the last four weeks. Scores on independent variables were determined from cumulative records and administration of the Suydam-Trueblood Attitude Toward Mathematics scale and an experimenter constructed teacher appraisal scale. Data were submitted to analysis of variances, multiple linear regression, and regression analyses. No significant differences were uncovered for the feedback treatments, nor for the homework vs. classroom treatments. Feedback appeared to increase the number of errors when it was first provided. Different types of errors were best predicted by different independent variables, and five of the 24 pairs of dependent and independent variables showed significant interactions under the feedback treatment conditions. Several other effects were observed. (Author/SD)

ED 107 507

SE 019 116

Davison, David Malcolm

A Component for a Methods Course for Preservice Secondary School Mathematics Teachers Involving Computers and Other Laboratory Activities.

Pub Date 74

Note—149p.; Ph.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-14,526, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Activity Learning, *Computer Oriented Programs, Doctoral Theses, Higher Education, *Laboratories, *Mathematics Education, Mathematics Teachers, Methods Courses, *Research, Secondary School Mathematics, *Teacher Education Identifiers—Research Reports

A part of a methods program consisting of lectures, demonstrations, laboratories, and practical applications, preservice mathematics teachers examined the role of activity methods, including use of computers, in secondary-school mathematics instruction. They were then expected to apply this knowledge as student teachers. Data collected to evaluate the program included reactions of the student teachers and reports of their work in the classroom. These data were collected from a preliminary trial and two feasibility trials; the activity component was modified after each trial. In each trial there was evidence that the student teachers could use activities in different ways. At one school, student teachers used an activity orientation daily; at another, each student teacher taught a complete unit including at least one activity lesson (many restricted the use of activities for motivation or review). (Author/SD)

ED 107 508

SE 019 118

Egan, Dennis Edmund

The Structure of Experience Acquired While Learning to Solve a Class of Problems.

Pub Date 73

Note—106p.; Ph.D. Dissertation, The University of Michigan

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 74-15,712, MF-\$5.00, Xerography-\$11.00)

Document Not Available from EDRS.

Descriptors—Computers, Doctoral Theses, Experience, *Learning, *Mathematics Education, Problem Sets, *Problem Solving, *Research, Simulation, *Transfer of Training Identifiers—Research Reports

In this study three issues related to "expert" problem solving were studied; the problems considered were based on Tower of Hanoi puzzles. A computer simulation was proposed and tested, effects of cues on subjects' performance were studied, and inter-problem transfer was analyzed. Four predictions were posed for the simulation study. Two of these were upheld, relating problem difficulty to amount of memory needed and number of subgoals necessary. The others

concerned "start-up tasks" and recognition of previous stages; results concerning these led to a modification of the simulation. In the second phase of the study, subjects were given three different sets of instructions for problem solving (ambiguous, subgoals, sequence). There was no significant difference in the performance of the three groups. After some experience with the problems, these groups were compared with an inexperienced group for the transfer study. Results favored the view that solution planning was learned during practice and applied on the transfer task. (Author/SD)

ED 107 509 SE 019 175

Shymansky, James A.
Science Foundations: A Science Program for the Non-Science Student. Technical Report No. 4. Iowa Univ., Iowa City. Science Education Center. Report No.—TR-4
Pub Date Dec 74

Note—63p.; Occasional marginal legibility; Best copy available

Available from—University of Iowa, Science Education Center, Iowa City, Iowa 52242 (available for the cost of packaging and mailing)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE
Descriptors—"College Science," "Curriculum, General Education, Higher Education, Preservice Education," "Program Descriptions," "Science Courses, Science Education, Special Education Teachers, Teacher Education
Identifiers—"University of Iowa

This science program, offered to all undergraduate students at the University of Iowa as an alternative to the traditional science core courses, is a three-course sequence designed primarily for elementary and special education majors. The program utilizes a student-structured laboratory setting with its main goal the development of a science awareness within the individual student. There are no formal lectures or required textbooks. The courses focus entirely on the student activities which the students, themselves, identify. Goals of the program are identified, the instructor's role is described, as are the grading procedures. An evaluation of the program has been undertaken and results presented here. References, films, suggested activities, and sample transcripts of student seminars are found in the appendices of the publication. (EB)

ED 107 510 SE 019 185

Federal Funds for Research, Development, and Other Scientific Activities. Fiscal Years 1973, 1974, and 1975. Volume 23.

National Science Foundation, Washington, D.C.

Report No.—NSF-74-320

Pub Date Oct 74

Note—140p.; occasional small type used on charts and tables

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.70)

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE
Descriptors—Educational Finance, Educational Research, "Federal Aid, Financial Support," "Higher Education," "Research," "Research and Development Centers, Science Education," "Sciences

This report provides comprehensive statistical information on the size and scope of federal funding for research and development (R&D) and the types of institutions and purposes to which such funds are directed. The report covers fiscal years 1973, 1974, and 1975. Some of the highlights of the report include: (1) a 20 percent increase in energy activity paces industrial R&D spending in 1973; (2) federal R&D funding for fiscal year 1975 continues to decline as a share of the total budget; (3) state agency R&D activities almost quadrupled from fiscal year 1964 to fiscal year 1973; (4) R&D expenditures of independent nonprofit institutions approach one billion dollars in 1973; and (5) federal funding in higher education: Academic Science shows decline in fiscal year 1973. (Author/EB)

ED 107 511 SE 019 188

Lunetta, Vincent N., Ed.

The Iowa-UPSTEP Model for Science Teacher Education.

Iowa Univ., Iowa City. Science Education Center. Pub Date Jan 75

Note—79p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE
Descriptors—"Curriculum," "Higher Education, Instruction, Models," "Preservice Education," "Program Descriptions, Science Education, Science Teachers," "Teacher Education
Identifiers—"University of Iowa

This publication describes a four year, field-based program for the preparation of science teachers. It begins with a paper providing an overview of the current Iowa-UPSTEP model. A follow-up paper elaborates various facets of the model. The model integrates theory with a series of field-based clinical experiences in a four year program, providing intensive involvement with contemporary science curricula and attempts to emphasize human values. The science teacher education program consists of three major parts: the science major, the general education requirements, and the professional sequence. Each is described in detail. The summer program which includes a curriculum workshop is described as are intern teaching activities. An interactive curriculum, a science curriculum laboratory, was designed and described to include an itemized listing of laboratory kits by title and associated text and chapter of the specified curriculum. A Self-Instructional Laboratory is described and the primary objectives for its use are listed. A brief list of references is included. (Author/EB)

ED 107 512 SE 019 189

Wolff, Kathryn, Ed.

Science Books, Volume 10 Number 4.

American Association for the Advancement of Science, Washington, D.C.

Pub Date Mar 75

Note—100p.

Available from—AAAS Publications Department (Dept. W3), 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (Subscription \$12.00, single copy \$3.50)

Document Not Available from EDRS.

Descriptors—"Annotated Bibliographies," "Book Reviews, Elementary Education," "Engineering, Environmental Education, Higher Education, Indexes (Locators)," "Mathematics," "Sciences, Secondary Education

This quarterly journal reviews trade books, textbooks, and reference works in the pure and applied sciences for students in elementary and secondary schools and in the first two years of college. Included are selected advanced and professional books useful for reference by students and teachers. Each book is reviewed and annotated by a qualified specialist and an appraisal is made and identified by symbolic representation. The level of difficulty is identified. Books reviewed include such topics as psychology, sociology, ecology, economics, education, physical sciences, mathematics, biology, engineering, agriculture, geography, and natural sciences. Listings are arranged in order of Dewey Decimal Classification. An index of titles is provided. (Author/EB)

ED 107 513 SE 019 190

Boesch, John And Others

Exploring Your Sense of Smell. Science Study Aid No. 10.

Agricultural Research Service (DOA), Washington, D.C.

Pub Date Feb 75

Note—21p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 001-000-03393, \$0.40)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—"Instructional Materials, Interdisciplinary Approach," "Junior High Schools," "Learning Activities, Lesson Plans," "Science Education," "Secondary Education, Sensory Experience, Teacher Developed Materials
Identifiers—"Odors

This Science Study Aid (SSA), structured for grade levels 7-9, is based on work of the U.S. Department of Agriculture's Agricultural Research Service (ARS) conducted at the Western Regional Research Center in Berkeley, California. It is concerned with food aroma, its intensity and character, and olfactory threshold determinations. The SSA provides students with background information to help understand the importance of determining odor preferences and olfactory thresholds. There are three investigations for the

student entitled: Fruit Flies and Bananas, Preference Testing, and Olfactory Threshold Determination. In the section entitled To the Teacher, suggestions are provided for each of the investigations to facilitate classroom use. Included are: Materials Lists, Directions for Preparing Solutions, and Suggested Readings and Films. (BT)

ED 107 514 SE 019 202

Curriculum Research and Development in Science. Schools Council, London (England).

Pub Date Mar 75

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—"Curriculum Development," "Curriculum Research, Educational Programs, Educational Research," "Elementary Secondary Education, Environmental Education, Innovation, Integrated Curriculum," "Program Descriptions, Research," "Science Education, Technology

Identifiers—"Great Britain, Nuffield Foundation, Schools Council

This bulletin of the Schools Council (London, England) lists and describes curriculum research and development projects in science developed in England from 1963 to the present. The projects described in this paper range from those encouraging a wide-ranging, interest-centered curriculum to those for older pupils with a clearly structured approach. Others are based more on topic work. Through all there is an emphasis on relevance of work to the pupils and a need to give pupils an experience of genuine discovery. This list also contains projects that cover the conceptual areas of several traditional subjects—particularly in relation to a study of the environment either looking for educational opportunities based on a study of the environment or devising studies leading to an understanding of man's place in the environment and his use of it. Further details of all projects are given in Schools Council Project Profiles and Index, available from the Information Section, Schools Council. (BT)

ED 107 515 SE 019 204

Bogomolov, Anatoly I.

Comparability of Engineering Courses and Degrees: A Methodological Study.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—95p.; Studies on International Equivalences of Degrees

Available from—UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (no price quoted)

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—"Degree Requirements," "Engineering," "Engineering Education," "Higher Education," "International Education, Program Descriptions, School Surveys, Science Education, Surveys

Identifiers—UNESCO

This is the sixth volume in a UNESCO series of comparative studies designed to establish the conceptual bases of the comparability of programs and degrees at various stages of training and to ascertain the general criteria for determining international equivalences in order to simplify recognition of degrees or diplomas obtained at other institutions in an individual's home country or abroad. This volume presents the results of a study focused on training in the engineering sciences. Countries involved in this study include the U.S.S.R., the United States, The United Kingdom, India, and France. The report includes discussions of trends in the development of higher engineering education, analyses of curricula in the countries surveyed, and conclusions regarding the survey. (PEB)

ED 107 516 SE 019 205

The Continuing Education of Engineers. Proceedings of the FEANI-UNESCO Seminar (Helsinki, August 21-24, 1972).

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 74

Note—194p.; Studies in Engineering Education No. 3

Available from—UNIPUB, Inc., P. O. Box 443, New York, New York 10016 (no price quoted)

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Engineering, Engineering Education, *Engineers, *Higher Education, *Inservice Education, International Education, *Professional Continuing Education, Science Education

Identifiers—FEANI UNESCO Seminar, UNESCO
Contained in this volume are lectures, summaries of presented papers, and main plenary papers of a seminar, held at Helsinki University of Technology, on the education and training of engineers. The objectives of the seminar were to review the present status and trends of the continuing education of engineers in Europe and around the world, to identify and discuss common problems, and to make recommendations for future action, in particular that to be taken on a regional or international level by FEANI, UNESCO, and other bodies. Included in the four appendices are addresses delivered at the opening session of the seminar, summaries of additional papers submitted to the seminar, a list of participants, and a list of members of the local organizing committee. (PEB)

ED 107 517 SE 019 206

Hogerton, John F.

Atomic Fuel, Understanding the Atom Series.
Revised.

Atomic Energy Commission, Oak Ridge, Tenn.
Div. of Technical Information.

Pub Date 64

Note—46p.

Available from—USAEC Technical Information
Center, P. O. Box 62, Oak Ridge, TN 37830

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Economics, *Energy, *Fuels, Natural Resources, *Nuclear Physics, Pollution, Production Techniques, Radiation, Radioisotopes, Scientific Research, Utilities, Waste Disposal, Wastes

Identifiers—AEC, Atomic Energy Commission, *Nuclear Energy, Power Plants

This publication is part of the "Understanding the Atom" series. Complete sets of the series are available free to teachers, schools, and public librarians who can make them available for reference or use by groups. Among the topics discussed are: What Atomic Fuel Is; The Odyssey of Uranium; Production of Uranium; Fabrication of Reactor Fuel Elements; Processing of Spent Fuel; The Cost of Atomic Fuel; Atomic Fuel as an Energy Resource; and Atomic Fuel Utilization. A listing of books, reports, articles and motion pictures related to atomic fuels is included. (BT)

ED 107 518 SE 019 207

Hogerton, John F.

Atomic Power Safety.

Atomic Energy Commission, Washington, D. C.
Office of Information Services.

Pub Date 64

Note—48p.

Available from—USAEC Technical Information
Center, P. O. Box 62, Oak Ridge, TN 37830
(cost to the general public for 1-4 copies, \$0.25 ea., 5-99, \$0.20 ea., 100 or more, \$0.15 ea.)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—*Energy, Environment, *Nuclear Physics, Physics, Radiation, Radioisotopes, *Safety, Scientific Research, *Utilities

Identifiers—AEC, Atomic Energy Commission, *Nuclear Energy, Power Plants

This publication is one of a series of information booklets for the general public published by The United States Atomic Energy Commission. Among the topics discussed are: What is Atomic Power?; What Does Safety Depend On?; Control of Radioactive Material During Operation; Accident Prevention; Containment in the Event of an Accident; Licensing and Regulation of Atomic Power Plants; The Experience Record; Safety Research; and Additional Information on Atomic Power. Schools and public libraries may obtain a complete set of the booklets without charge. (BT)

ED 107 519 SE 019 208

A Bibliography of Basic Books on Atomic Energy.
Update.

Atomic Energy Commission, Washington, D. C.
Office of Information Services.

Pub Date 74

Note—79p.; see ED 059 896 for an earlier edition

Available from—USAEC Technical Information
Center, P. O. Box 62, Oak Ridge, TN 37830

EDRS Price MF-\$0.76 HC-\$4.43 PLUS
POSTAGE

Descriptors—*Annotated Bibliographies, *Bibliographies, *Booklists, Elementary School Science, *Government Publications, *Nuclear Physics, Physics, Resource Materials, Science Education, Secondary School Science

Identifiers—AEC, *Atomic Energy Commission, Nuclear Energy

This booklet, part of the United States Atomic Energy Commission's series of information booklets, lists selected commercially published books for the general public on atomic energy and closely related subjects. It includes annotated bibliographies for children (grade level indicated) and adults. The books are arranged by subject, alphabetized by title and also indexed by author. A list of publisher addresses is included along with a brief introduction to library usage. The booklet is illustrated with photographs of nuclear physicists, research installations, and some applications of nuclear energy. (BT)

ED 107 520 SE 019 209

Glasstone, Samuel

Controlled Nuclear Fusion.

Atomic Energy Commission, Washington, D. C.
Office of Information Services.

Pub Date 74

Note—95p.

Available from—USAEC Technical Information
Center, P. O. Box 62, Oak Ridge, TN 37830

EDRS Price MF-\$0.76 HC-\$4.43 PLUS
POSTAGE

Descriptors—*Energy, *Nuclear Physics, Physics, Radioisotopes, *Scientific Research
Identifiers—AEC, Atomic Energy Commission, Nuclear Reactors

This publication is one of a series of information booklets for the general public published by The United States Atomic Energy Commission. Among the topics discussed are: Importance of Fusion Energy; Conditions for Nuclear Fusion; Thermonuclear Reactions in Plasmas; Plasma Confinement by Magnetic Fields; Experiments With Plasmas; High-Temperature Plasma Studies; Nuclear Fusion Reactors With Magnetic Confinement; Inertial Confinement; and Nuclear Fusion Research Programs. A reading list and free-loan film list are included. Schools and public libraries may obtain the booklets without charge. (BT)

ED 107 521 SE 019 210

Corliss, William R.

Direct Conversion of Energy.

Atomic Energy Commission, Washington, D. C.
Office of Information Services.

Pub Date 64

Note—41p.

Available from—USAEC Technical Information
Center, P. O. Box 62, Oak Ridge, TN 37830
(cost to the general public for 1-4 copies, \$0.25 ea., 5-99, \$0.20 ea., 100 or more, \$0.15 ea.)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS
POSTAGE

Descriptors—Electricity, Electronics, *Energy, Nuclear Physics, Physics, *Scientific Research, *Thermodynamics

Identifiers—AEC, Atomic Energy Commission

This publication is one of a series of information booklets for the general public published by the United States Atomic Energy Commission. Direct energy conversion involves energy transformation without moving parts. The concepts of direct and dynamic energy conversion plus the laws governing energy conversion are investigated. Among the topics discussed are: Thermoelectricity; Thermionic Conversion; Magnetohydrodynamic Conversion; Chemical Batteries; The Fuel Cell; Solar Cells; Nuclear Batteries; Ferroelectric Conversion and Thermomagnetic Conversion. Five problems related to the reading material are included. A list of suggested references concludes this report. A complete set of these booklets may be obtained by school and public libraries without charge. (BT)

ED 107 522 SE 019 211

Lyerly, Ray L. Mitchell, Walter, III

Nuclear Power Plants. Revised.

Atomic Energy Commission, Washington, D. C.
Office of Information Services.

Pub Date 73

Note—62p.

Available from—USAEC Technical Information
Center, P. O. Box 62, Oak Ridge, TN 37830

EDRS Price MF-\$0.76 HC-\$3.32 PLUS
POSTAGE

Descriptors—Economics, Electricity, *Energy, *Nuclear Physics, Physics, Radiation, Scientific Research, *Utilities

Identifiers—AEC, Atomic Energy Commission, Nuclear Reactors, *Power Plants

This publication is one of a series of information booklets for the general public published by the United States Atomic Energy Commission. Among the topics discussed are: Why Use Nuclear Power?; From Atoms to Electricity; Reactor Types; Typical Plant Design Features; The Cost of Nuclear Power; Plants in the United States; Developments in Foreign Countries; and The Last Word. A list of suggested references, including books, reports, articles, and motion pictures, is included. School and public libraries may obtain a complete set of booklets without charge. (BT)

ED 107 523 SE 019 212

Hogerton, John F.

Nuclear Reactors. Revised.

Atomic Energy Commission, Oak Ridge, Tenn.
Div. of Technical Information.

Pub Date 70

Note—61p.

Available from—USAEC Technical Information
Center, P. O. Box 62, Oak Ridge, TN 37830

EDRS Price MF-\$0.76 HC-\$3.32 PLUS
POSTAGE

Descriptors—Electricity, *Energy, *Nuclear Physics, Oceanology, Physics, Safety, *Scientific Research, Utilities

Identifiers—AEC, Atomic Energy Commission, Nuclear Reactors

This publication is one of a series of information booklets for the general public published by the United States Atomic Energy Commission. Among the topics discussed are: How Reactors Work; Reactor Design; Research, Teaching, and Materials Testing; Reactors (Research, Teaching and Materials); Production Reactors; Reactors for Electric Power Generation; Reactors to Supply Heat; Reactors at Sea; Reactors in Space; Reactor Safety; and Reactors of Tomorrow. The appendix contains a list of United States Central Station Nuclear Power Projects that are operable, being built, or planned as of June 1970. A list of suggested references, including books, reports, articles, and motion pictures, is included. School and public libraries may obtain a complete set of the booklets without charge. (BT)

ED 107 524 SE 019 213

Fox, Charles H.

Radioactive Wastes. Revised.

Atomic Energy Commission, Washington, D. C.
Office of Information Services.

Pub Date 69

Note—52p.

Available from—USAEC Technical Information
Center, P. O. Box 62, Oak Ridge, TN 37830
(cost to the general public for 1-4 copies, \$0.25 ea., 5-99, \$0.20 ea., 100 or more, \$0.15 ea.)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS
POSTAGE

Descriptors—*Environment, Natural Resources, *Nuclear Physics, Physics, Pollution, Radiation, *Radioisotopes, Scientific Research, *Waste Disposal, *Wastes

Identifiers—AEC, Atomic Energy Commission, Radioactivity

This publication is one of a series of information booklets for the general public published by the United States Atomic Energy Commission. This booklet deals with the handling, processing and disposal of radioactive wastes. Among the topics discussed are: The Nature of Radioactive Wastes; Waste Management; and Research and Development. There are four appendices which list: Naturally Occurring Radioisotopes Encountered in Mining, Milling, and Fuel Preparation in the Uranium Fuel Cycle; Principle Fission-product Radioisotopes in Radioactive Wastes; Principle Activation-product Radioisotopes Produced by Neutron Irradiation of Nonfuel Materials; and a List of Firms Licensed to Receive and Dispose of Radioactive Wastes. A list of suggested references at the popular and technical level, including books, reports, articles, and motion pictures, is included. Schools and public libraries may obtain a complete set of the booklets without charge. (BT)

ED 107 525 95 SE 019 221

Agin, Michael Lawrence

The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 1 of 2 Parts).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCCL-PP-303

Pub Date Jun 73

Contract—NE-C-00-3-0065

Note—270p.; Report from the Project on Elementary Science—Man and the Environment. Related documents are ED 070 619, 102 015, and SE 019 222

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—*Atomic Theory, *Curriculum Development, Curriculum Research, Educational Research, Elementary Education, *Elementary School Science, *Instruction, Interdisciplinary Approach, Science Education, *Science History, Student Science Interests

Identifiers—Research Reports

This publication, part 1 of two parts, presents the narrative materials for the teaching of the concept—the development of atomic energy and its social implications—growing out of a study made to determine the feasibility of teaching scientific concepts related to the social and historical developments of science and selected concepts related to atomic energy. In part 1, section 1 includes six chapters related to the development of faith in science by society, beginning with an introduction to nuclear energy, scientists, and society through a presentation of the history of science into the 20th century. Section 2 includes chapters 7-10 and relates to scientism, or what the author describes as excess faith in science by society. The publication includes a statement of focus for the research project as well as an abstract of the study. (EB)

ED 107 526 SE 019 222

Agin, Michael Lawrence

The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 2 of 2 Parts).

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—WRDCCCL-PP-303

Pub Date Jun 73

Contract—NE-C-00-3-0065

Note—183p.; Report from the Project on Elementary Science—Man and the Environment. Related documents are ED 070 619, 102 015, and SE 019 221. Occasional light type

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Atomic Theory, *Curriculum Development, Curriculum Research, Educational Research, Elementary Education, *Elementary School Science, *Instruction, Interdisciplinary Approach, Science Education, *Science History, Student Science Interests

Identifiers—Research Reports

Reported is part 2 of a two-part publication which presents the narrative materials for the teaching of the concept—the development of atomic energy and its social implications. This publication is the result of a study to determine the feasibility of teaching scientific concepts related to the social and historical developments of science and selected concepts related to atomic energy. Presented in this section is a consideration of the scientist and his work toward a more sensible administration of atomic energy, as well as some of the benefits and risks of using atomic energy, and the products of atomic energy and what they may have in store for the future. Chapters 11 and 12 are included as well as a narrative quote source list and bibliography. An extensive teacher's guide, giving points to consider and teaching suggestions for each chapter, is included in the manuscript. An annotated bibliography of films used in the unit, available from the Atomic Energy Commission, is presented along with slide narratives. (EB)

ED 107 527 SE 019 223

Cook, Don

Proposed Learning Objectives for Environmental Education.

Environmental Protection Agency, Washington, D.C.

Pub Date [75]

Note—11p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cognitive Objectives, Ecology, *Educational Objectives, Environment, *Environmental Education, *Federal Government, Problem Solving, *Secondary Education

Identifiers—Federal Interagency Committee on Education, FICE

This document lists proposed environmental concepts for the high school education level of achievement. These concepts were developed by the Federal Interagency Committee on Education (FICE) for consideration by students, teachers, and others in the education community. These objectives are intended to cover the learning needed by an individual to understand and to help encourage Federal activities related to environmental quality. The agencies contributing to this list were: The Environmental Protection Agency, the National Park Service, the Forest Service, the Office of Education, the Office of Sea Grants in the Department of Commerce, the National Science Foundation, the Bureau of Land Management, the Energy Research and Development Administration, and the Council on Environmental Quality. The list of learning objectives is designed to cover only the content and not values and skills related to the environment. The list of objectives is organized around three major categories: (1) fundamentals of earth's environment, (2) humans as a part of earth's ecosystems, and (3) harmonizing human needs with ecosystem limits. This list is proposed as a guide for textbook writers, curriculum supervisors, and other educators. (BT)

ED 107 528 SE 019 310

Higdon, Danny W.

Prospective and Experienced Elementary Teachers: A Comparison of Mathematical Achievement and Attitudes.

Pub Date Jan 75

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Achievement, Attitudes, Elementary School Mathematics, *Elementary School Teachers, Higher Education, *Mathematics Education, *Research, Teacher Characteristics, *Teacher Education, *Teaching Experience

This study compares the mathematics achievement and attitude toward mathematics of preservice and experienced elementary school teachers. The research population included teachers from public and private colleges throughout the state of Texas and inservice teachers from suburban communities in the Houston area. Subjects were given an experimenter-designed personal information questionnaire, the Stanford Achievement Test (1974 Advanced Battery, Form X), and the Revised Math Attitude Scale developed by Aiken and Dreger. Findings indicated that prospective and experienced teachers did not differ on overall mathematics achievement, but that experienced teachers performed better on the applications subscale (p less than .01). In addition, experienced teachers had a slightly more positive attitude toward mathematics (p less than .01). Among preservice teachers, mathematics achievement and attitude toward mathematics were higher for those attending private, rather than public, institutions. In both groups, individuals teaching (or planning to teach) grades 4-6 exhibited more favorable attitudes toward mathematics than those preferring to teach K-3. Other findings relate to mathematics background of teachers and size of high school graduating class. The author compares his data with university mathematics requirements, and recommends that the Level recommendations of the Committee on the Undergraduate Program in Mathematics be adopted. (SD)

ED 107 529 SE 019 312

Kolb, John R. Waters, William M., Jr.

The Secondary School Mathematics Curriculum.

Pub Date Nov 74

Note—60p.; Report to the Division of Mathematics, North Carolina State Dept. of Public Instruction and the State Advisory Council on Secondary School Mathematics, November 74

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Curriculum, Curriculum Planning, Educational Objectives, Instruction, *Mathematics Education, *Secondary Education, *Secondary School Mathematics, *State Curriculum Guides, Student Centered Curriculum, Textbooks

This report begins with a brief historical sketch of the origins of the mathematics curriculum and the responsiveness of mathematics curriculum to the demands of society. The current North Carolina mathematics curriculum is then described and evaluated. A "strands" approach to the development of curriculum and a framework for planning are then proposed. This framework is based on consideration of courses as student-centered (e.g., applied mathematics, consumer mathematics), subject-centered (e.g., algebra I, geometry) and mixed (e.g., business mathematics, applied geometry). The rationale for these strands is provided, and sequences of courses which students might elect are diagrammed. Individual courses, including a remedial clinic, are then described. Descriptions include sample materials where available, discussion of objectives and topics to be covered, and an overview of special issues related to each course. (SD)

ED 107 530 SE 019 321

Pre-College Science Curriculum Activities of the National Science Foundation. Report of the Science Curriculum Review Team, Volume 1 - Findings and Recommendations.

National Science Foundation, Washington, D.C.

Pub Date May 75

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Curriculum, *Curriculum Development, Curriculum Evaluation, Elementary School Science, *Elementary Secondary Education, Science Course Improvement Project, *Science Curriculum, *Science Education, Science Materials, Secondary School Science

Identifiers—*National Science Foundation, NSF
Presented is a detailed study of National Science Foundation programs in pre-college science education. The development of policies and operational procedures were traced over the past quarter of a century and their impact on management practice was analyzed. The report is presented in two parts: Volume 1, the findings and recommendations, and Volume 2, to include basic documents related to Volume 1. Volume 1, this volume, summarizes the extensive work of the review team. It presents the general findings of the study, along with the principal observations of the team, and highlights the major policy issues that formed the basis of discussion for a special meeting of the Advisory Committee for Science Education. Recommendations of this committee are included. Finally, recommendations made by the chairman of the review team are presented. Many areas of administrative practice that could be improved are pointed out—specifically, the need for better definition of internal documentation, more explicit criteria for selecting reviewers, and clarification of procedure, followed in the modification of proposals in response to reviewer comments. (Author/EB)

ED 107 531 SE 019 322

Programs for Improving Elementary and Secondary School Education in Mathematics 1975.

National Science Foundation, Washington, D.C.

Div. of Pre-College Education in Science.

Report No.—NSF-E-75-32

Pub Date 75

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Curriculum Development, *Educational Improvement, Elementary Secondary Education, Government Publications, Grants, *Mathematics Education, Research, *Research Utilization, Science Education, *Teacher Education, Workshops

Identifiers—*National Science Foundation, NSF

This publication of the National Science Foundation (NSF) provides brief descriptions of projects related to Mathematics Education which were funded by NSF since the late 1950's. Projects supported fall into four categories: curriculum

lum projects, preparation of teachers, implementation activities, and general (reports, conferences, research). The listing for each project includes the project title, name and address of principal investigator(s), a brief discussion of purposes and progress, and information concerning the availability of materials. (SD)

ED 107 532 SE 019 326
Keesee, John P.

The IEA Science Project: Science Achievement in Three Countries—Australia, the Federal Republic of Germany and the United States. Australian Council for Educational Research, Hawthorn; International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

Pub Date Oct 74

Note—23p.; Paper presented at the International Seminar on The Implementation of Curricula in Science Education with Special Regard to the Teaching of Physics (University of Kiel, March 16-18, 1972). IEA Report 1974:4

Available from—Mr. M. J. Rosier, ACER, P. O. Box 210, Hawthorn 3122, Victoria, AUSTRALIA; Lawrence Verry, Inc., Mystic, Connecticut 06355

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Cross Cultural Studies, Educational Research, *Elementary Secondary Education, Evaluation, *International Education, Research, *Science Education, Science Projects

Identifiers—Australia, IEA Science Project, Research Reports, United States, West Germany

The International Association for the Evaluation of Educational Achievement (IEA) Science Project encompasses three countries—Australia, the Federal Republic of Germany, and the United States. It is considered Phase II of the project, with a Mathematics Study completed in 1967 as Phase I. A background paper is presented to include in tabulated form a list of countries taking part in the IEA Science Project and shows the levels at which participation was taken. The construction of the instruments for the project is described. A cognitive list in science for three levels of testing was developed: 10-year-olds, 14-year-olds, and the pre-university grade. The project also attempted to assess certain non-cognitive outcomes of science education. These assessments are presented and discussed. Questionnaires used, data collection procedures, and data analyses are presented. Results of a survey across countries attempting to determine factors in the education process which influenced the achievement of students in science are presented in tabulated, graphical, and descriptive forms. A discussion summarizes the author's conclusions and comments. (EB)

ED 107 533 SE 019 341
Adams, Constance Coburn

Adoption of the Metric System by Consumers: A Program for New York State Cooperative Extension.

Pub Date Jun 75

Note—108p.; Master's Thesis, Cornell University
EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—Comparative Education, *Consumer Education, Educational Planning, Home Economics Education, Inservice Education, *Instruction, Masters Theses, *Mathematics Education, Measurement, *Metric System, *Post Secondary Education, Research, Surveys

Identifiers—Research Reports
The purpose of this study was the identification of effective means of educating the general public to think in terms of the metric system. Toward this end, extension home economists in New York State were surveyed concerning their plans to implement teaching of the metric system. A literature review was conducted over four basic topics: (1) experiences of other nations adopting the metric system, (2) recent changes of a similar nature (e.g., Britain's adoption of decimal currency), (3) the role of change agents, and (4) characteristics of adult learners. The major findings involved the importance of using mass media in educating the public. Several suggestions to Cooperative Extension Services are provided. (SD)

ED 107 534 SE 019 342
Payne, Joseph N., Ed.
Mathematics Learning in Early Childhood.

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Pub Date 75

Note—300p.; NCTM 37th Yearbook

Available from—National Council of Teachers of Mathematics, Inc., 1906 Association Drive, Reston, VA 22091 (\$11 for NCTM members, single copy only; \$12 to general public; 2-9 copies, 10 percent off the list price; 10 or more copies, 20 percent off the list price)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Activity Learning, *Curriculum, Elementary Education, *Elementary School Mathematics, Geometry, Instruction, *Learning, Literature Reviews, *Mathematics Education, Measurement, Number Concepts, Problem Solving, *Yearbooks

Identifiers—*National Council of Teachers of Mathematics, NCTM

This yearbook presents many aspects of mathematics learning by children between the ages of three and eight. Addressed to teachers of primary school children, the book begins with chapters discussing learning and cognition, the primary curriculum, and research on mathematics learning at this age level. Eight subsequent chapters deal with the teaching of specific mathematics content: problem solving; mathematical experiences; number and numeration; operations on whole numbers; fractional numbers; geometry; measurement; and relations, number sentences, and other topics. The final chapter discusses curricular change. A major theme throughout the book is the importance of experience to learning, and the building of new knowledge on the foundation these experiences provide. The book is designed to provide easy reference to both general information, such as answers to research questions, and suggested classroom activities related to specific topics. Many illustrations, the use of two-color printing, and a detailed index aid the user in this regard. (SD)

ED 107 535 SE 019 344
Ernest, John And Others

Mathematics and Sex. California Univ., Santa Barbara. Dept. of Mathematics.

Pub Date Jan 75

Note—35p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Elementary Secondary Education, Higher Education, *Mathematics Education, *Research, *Self Concept, Sex Differences, *Sex Discrimination, Surveys, Teacher Education, Women Professors, *Womens Education

This report is the result of a survey of several populations exploring the extent and nature of sex bias in the field of mathematics. Students in grades 2-12, college students concentrating in mathematics, teacher preparation, and other subjects, as well as practicing female mathematicians participated in the survey. Data were analyzed to determine sex differences and apparent trends. Many of the findings replicate or extend those of other studies, some of which are cited in the report (e.g., Carnegie Commission Report on Opportunities for Women in Mathematics). An unexpected result is the apparent agreement between sexes concerning liking for mathematics; this agreement is shown to persist throughout the populations considered. The authors cite testimony from other studies and from women mathematicians concerning the issues involved in motivating women to study mathematics. They conclude that recruitment of women into mathematics courses, especially at the college level, is mandatory. (SD)

SO

ED 107 536 SO 007 775
Casteel, J. Doyle Hallman, Clemens

Cross-Cultural Inquiry: Value Clarification Exercises. A Center for Latin American Studies Curriculum Report.

Florida Univ., Gainesville. Center for Latin American Studies.

Pub Date Jun 74

Note—51p.; A Center for Latin American Studies Curriculum Report

Available from—Center for Latin American Studies, University of Florida, Gainesville, Florida

32611 (A limited number of single copies, free)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Case Studies, *Cultural Education, Curriculum Guides, Elementary Secondary Education, Foreign Countries, Foreign Culture, Foreign Relations, *Inquiry Training, Intercultural Programs, Interdisciplinary Approach, International Programs, *Latin American Culture, Models, Pilot Projects, Social Studies, Social Values, *Values

The first booklet in a series of pilot materials developed by the University of Florida's Center for Latin American Studies is presented. Ten examples illustrating an integrated, multidisciplinary, and practical values clarification approach to teaching about Latin America are provided. The approach may be used by teachers in the languages, various social sciences, and humanities. Contents in this teacher handbook include discussions on value sheets (planned and written student activities), elements of value sheets, and value sheets as mediating links to a number of dimensions of teaching. The major portion of the work discusses and presents samples of five formats of the value sheet: standard, forced-choice, affirmative, rank-order, and classification format. Emphasis is on providing short, incomplete situational case studies in which the student is forced to project himself into a decision-making situation and then, through the value clarification questions that follow, to justify his decision. (Author/ND)

ED 107 537 SO 007 920
Institute on Human Values in Medicine.

Proceedings of the First Session, April 12-14, 1971.

Society for Health and Human Values, Philadelphia, Pa.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 72

Note—132p.; For related documents, see SO 007 921, 922, 934, and 935; Not available in hard copy, Out of Print

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Ethical Values, *Health, Higher Education, Humanism, Humanities, *Humanization, *Medical Education, *Medicine, Philosophy, *Values

The document relates the proceedings of the Institute on Human Values in Medicine, which explored issues involving human values (humanities) and medicine. The purpose of the first conference is to investigate some of the questions involving this relationship and to see if there is a need for better interpolation of the knowledge of the humanities within the framework of education in all of the health professions. The keynote presentation, entitled "The New Healer," examines the role and problems of physician and client, who are currently at odds on the definition of disease and health, as well as the expectations of what a health care system can or should produce. "Psychiatry and literature," the focus of the next presentation, suggests that health professionals can gain insight into the human condition by looking in-depth at human beings in a careful study of literature. The third presentation "Philosophy and Medicine," looks at some philosophical concerns which are helpful to the medical world. The document concludes with a summary of various group discussions concerned with the teaching of humanities in medical schools. The concluding address offers selective comments on previous discussions. The second and third proceedings are described in SO 007 921 and SO 007 922. (Author/JR)

ED 107 538 SO 007 921
Institute on Human Values in Medicine.

Proceedings of the Second Session, April 26-28, 1972.

Society for Health and Human Values, Philadelphia, Pa.

Spons Agency—National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 72

Note—166p.; For related documents, see SO 007 920-922, 934, and 935; Not available in hard copy, Out of Print

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Curriculum Development, Ethical Values, *Health, Higher Education, Humanism, Humanistic Education, Humanities, *Humanization, Interdisciplinary Approach, *Medical Education, *Medicine, Program Descriptions, *Values

This document reports on the second session held by the Society for Health and Human Values. The aim of the meeting is to concentrate on specific measures for achieving a human-values orientation within the varied settings of medical education. Specifically, the following questions are raised: Why human values studies in medical education? How are matters concerning human values best taught and learned in medical education? What are the resources and impediments both inside and outside the institution? In the first presentation, "The Liberation of Imagination" the author suggests that the problem is theoretical -- that what is being sought is a new kind of intelligence. "Medicine and Humanism: Evolution in Process," the second presentation, proposes that those in medicine must learn to cooperate together, as do those in the larger fields by human endeavor. Group reports are included which focus on the rationale, process, and context for teaching human values in medical schools. The document concludes with background papers prepared for the second session of the institute which are self-descriptive reports of human values teaching in 11 program schools of medicine. (Author/JR)

ED 107 539 **SO 007 922**

Institute on Human Values in Medicine. Third Proceedings, Southwest Regional Institute, October 17-19, 1973.

Society for Health and Human Values, Philadelphia, Pa.

Spons Agency—National Endowment for the Humanities (NEFH), Washington, D.C.

Pub Date 73

Note—67p.; For related documents, see SO 007 920, 921, 934, and 935; Not available in hard-copy, Out of Print

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Educational History, Ethical Values, *Health, Higher Education, Humanities, *Humanization, Law Instruction, *Medical Education, *Medicine, Philosophy, Social Psychology, *Values

To further supplement the larger conference proceedings held by the Society for Health and Human Values, a smaller Southwest Regional Institute was held in October of 1973. Conference participants examined the rationale for including human values as an area of study in health professional education, the process by which this kind of teaching can be accomplished successfully, and the context in which human values programs can develop optimally. Presentations are included from five small discussion groups, each led by a consultant who had been selected for his acknowledged expertise. The first centers on the role of medical history in the education of the humanist physician, offering some suggestions on how medical history should be taught. The second centers on why philosophy should be a part of health professional education. The third defines religious studies in the context of health professional education. The fourth examines law and medicine, the myths and realities in the medical school classroom. The author points out that everything a doctor does in the field of medicine is related in some manner to the legal system, and doctors should become more aware of those aspects. The fifth centers around the role of social psychology, medical behavioral sciences, and health professional education. The first and second proceedings are described in SO 007 920 and SO 007 921. (Author/JR)

ED 107 540 **SO 007 934**

Institute on Human Values in Medicine. Reports of the Institute Fellows. 1973-74.

Society for Health and Human Values, Philadelphia, Pa.

Spons Agency—National Endowment for the Humanities (NEFH), Washington, D.C.

Pub Date May 74

Note—256p.; For related documents, see SO 007 920, 921, 922, and 935; Not available in hard-copy, Out of Print

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Curriculum Development, *Ethical Values, Ethics, Higher Education, Humanization, *Interdisciplinary Approach, Law Instruction, *Medical Education, *Medicine, Philosophy, *Values

This document is a compilation of reports of persons involved in the fellowship program offered by the Institute of Health and Human Values. The fellowship program centers around recognition of a need to support faculty development so that appropriately trained people can be available for emerging programs that teach human values as part of health professional education. Four major areas are examined in the fellowship reports. The first deals with values, their formation and dimensions; literature and language in relation to value formation and health care; attitudes, feelings, and values in educating a medical student; and observations on the learning of values in a clinical context. The second area involves the study of ethical issues in medicine, international health, philosophy, and law. Interdisciplinary studies is the focus of the third section of reports. The relations between psychiatry, law, sociology, and health care are exposed. Another report examines participation in an experimental program relating humanistic studies to a premedical curriculum. The last area explores the development of new courses through literature, science, and ethics in biomedical research and health care delivery. (Author/JR)

ED 107 541 **SO 007 935**

Institute on Human Values in Medicine. Human Values Teaching Programs for Health Professionals.

Society for Health and Human Values, Philadelphia, Pa.

Spons Agency—National Endowment for the Humanities (NEFH), Washington, D.C.

Pub Date Apr 74

Note—202p.; For related documents, see SO 007 920, 921, 922, and 934; Not available in hard-copy, Out of Print

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Curriculum Development, Ethical Values, Health, Higher Education, Humanistic Education, Humanities, Humanization, *Interdisciplinary Approach, *Medical Education, *Medicine, *Program Descriptions, *Values

This document contains descriptions of 19 teaching programs which share the common goal of emphasizing human values as an important area of education in the health professions. This listing is the result and expansion of the Institute on Health and Human Values Conference. Three broad areas are outlined which the 19 schools emphasize in their programs: paramedical education; medical ethics; and social science and humanities relationships. The listings are alphabetical by state, and most include a rationale for a values orientation, goals and objectives, resources, and course descriptions. Problems of some of the courses are also listed. (Author/JR)

ED 107 542 **SO 008 147**

Hastings, Philip K., Ed. And Others. Survey Data for Trend Analysis. An Index to Repeated Questions in U. S. National Surveys Held by the Roper Public Opinion Research Center.

Social Science Research Council, Washington, D.C.; Williams Coll., Williamstown, Mass. Roper Public Opinion Research Center.

Pub Date [Feb 75]

Note—567p.

Available from—Roper Public Opinion Research Center, Williams College, P.O. Box 624, Williamstown, Massachusetts 01264 (\$8.50, \$6.50 for 2 or more copies to same address)

EDRS Price MF-\$0.92 HC-\$28.56 PLUS POSTAGE

Descriptors—Data Bases, Data Collection, Information Sources, *National Surveys, *Public Opinion, Social Attitudes, Social Change, *Sociocultural Patterns, *Statistical Data, *Trend Analysis

Identifiers—*Social Indicators

This volume consists of an index of questions repeated in public opinion surveys, and the variants of these questions. The questions included are drawn from American national samples (primarily of the general population) conducted by AIPO (Gallup) NORC, and Roper, and archived at the Roper Public Opinion Research Center. The basic data for over 90 percent of the surveys cited are available only from the Roper

Center. The earliest survey included in this index was undertaken in September, 1936, and the most recent survey in October, 1973. The purpose of the index is to make accessible a data base for the measurement and analysis of social change. Seventy major topics comprised of specific research questions range from agricultural farm income trends to Americans' attitudes toward Yugoslavia. Each entry consists of the question wording, the survey organization which asked the question, the number and date of the survey, and the number of the question. As an aid to researchers undertaking secondary analysis of survey data, Norval D. Glenn has written a guide to survey archive research. Also included are a list of publications on the study of social change using survey data from the Roper Center; a summary of the procedures used in compiling the index; and information on code categories for demographic background question and changes in survey sampling procedures. (Author/DE)

ED 107 543 **SO 008 163**

For a Community Policy on Education. Bulletin of the European Communities, Supplement 10/73. Commission des Communautés Europeennes (Luxembourg).

Pub Date 73

Note—61p.; A related document is SO 008 164. Available from—European Community Information Service, 2100 M Street, NW, Suite 707, Washington, D.C. 20036 (\$6.00)

Journal Cit—Bulletin of the European Communities; Supplement 10/73

Document Not Available from EDRS.

Descriptors—Community Planning, Community Problems, *Comparative Education, *Cooperative Planning, *Educational Planning, *Educational Policy, Educational Principles, Educational Problems, Equal Education, European History, Foreign Relations, Interinstitutional Cooperation, *International Education, International Programs, Policy Formation

Identifiers—*Europe

A feeling of responsibility for developing an education policy at the level of the European Community prompted this report, which is the first formulation of principles of that policy. Authorities of specific international or European problems of education and of other fields were consulted to discuss policy-related matters. The major data on the European context of educational problems and practical points with which a European and supranational education policy would necessarily have to cope were examined. Summaries are included on the use of consultative material, the state of education in Western Europe, the cultural revolution and the problem of values, political aspects of the problem of education at community level, a European dimension in the matter of education, some particular aims of a community education policy, and a plan for a study group on educational affairs. A synthesis of the results of the conversations are added as general conclusions. (ND)

ED 107 544 **SO 008 164**

Education in the European Community (Communication from the Commission to the Council, March 11, 1974). Bulletin of the European Communities Supplement 3/74.

Commission des Communautés Europeennes (Luxembourg).

Pub Date 74

Note—21p.; For related document, see SO 008 163

Available from—European Community Information Service, 2100 M Street, NW, Suite 707, Washington, D.C. 20037 (Free)

Journal Cit—Bulletin of the European Communities; 3/74

Document Not Available from EDRS.

Descriptors—*Comparative Education, *Cooperative Planning, *Educational Mobility, *Educational Planning, Educational Policy, Faculty Mobility, Higher Education, Interinstitutional Cooperation, *International Education, International Programs, Migrant Children, Policy Formation, Political Science, Second Language Learning, Social Studies, Student Mobility

Identifiers—*Europe

Initial proposals for creating an education program for the European Community are presented in this report. These proposals are limited to broad areas which the Commission has delineated in this first program for a council to work with.

The main themes identified as starting points are (1) mobility in education, including the mobility of students, teaching and research staffs, and education and youth administrators; (2) the education of the children of migrant workers; (3) movement toward a European dimension in education which involves the learning of foreign languages, the study of Europe, collaboration between institutions of higher education, and the idea of the European Schools; and (4) relations with the Council of Europe, Organization of Economic Cooperation and Development (OECD), and UNESCO. The draft resolution of the Council of the European Communities and of the Conference of Ministers of Education, meeting within the Council for cooperation in the field of education, and the draft decision of the Council relating to the setting up of a European Committee for Educational Cooperation are given as the institutional framework recommended for enactment of the themes. (ND)

ED 107 545 SO 008 226

Stutz, Frederick H. Deay, Ardeth M.
Community Reaction to Educational Change. Social Sciences, Education, Number 3.
State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.
Pub Date Dec 74
Note—21p.

Available from—Cornell University Agricultural Experiment Station, Mailing Room, Research Park, Cornell University, Ithaca, New York 14853 (free)

Journal Cit—New York's Food and Life Sciences Bulletin; n42, December 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrative Change, *Change Agents, *Change Strategies, *Community Attitudes, Community Change, Community Involvement, *Educational Change, Educational Innovation, Educational Planning, Elementary Secondary Education, Junior High Schools, School Community Cooperation, *School Community Relationship, School District Autonomy

The study reported in this newsletter looked closely at one community, a city school district in a northeastern state, where the pace of change in public schools was especially rapid and unusual over a seven-year period (1965-72). The purpose was to find out, through interviewing, the thoughts of a selected number of informed individuals and families concerning the school district and the changes taking place. The oral history method of asking open-ended questions and encouraging freedom of response was adhered to. Interviews covered questions on leadership from the superintendent and other sources, causes for change, effects of changes, the innovative elementary school and alternative junior high school, and communication. A comparison of views of the two groups resulted in findings that suggest strategies for educational planners. These suggestions include a need for (1) assuming a general acceptance of alternatives, (2) careful prior planning, (3) carefully defining and setting of goals, (4) considering the interests of all consumers, (5) using school board meetings as communication agency, (6) maintaining a balance in any change process, (7) financing changes, (8) professional and educational change, and (9) providing an environment conducive to change. (Author/ND)

ED 107 546 SO 008 227

de Souza, Anthony R. Porter, Philip W.
The Underdevelopment and Modernization of the Third World. Commission on College Geography. Resource Paper No. 28.

Association of American Geographers, Washington, D.C. Commission on College Geography.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date 74

Note—94p.

Available from—Association of American Geographers, 1710 16th Street, N.W., Washington, D.C. 20009 (\$1.50/copy 1-9 copies; \$1.35/copy 10-99 copies; 1.20/copy 100 plus copies)

Document Not Available from EDRS.

Descriptors—Community Development, Developed Nations, *Developing Nations, Economic Development, Economics, Foreign Countries, *Geographic Distribution, *Geographic Regions, Geography, Higher Education, Political Science, Research and Development

Centers, Rural Development, Social Sciences, *World Geography

Identifiers—*Modernization, Third World

Helping undergraduate college geography students understand the processes and forces which, in the name of modernization, continue to intensify a world spatial disequilibrium in the relations of people and resources is the purpose of this resource paper. It presents current ideas in social science research on modernization and development with particular reference to underdeveloped countries, especially the characteristics of underdevelopment and the geography of modernization. Part I deals with characteristics of underdevelopment and some frequently propounded views of the nature of underdevelopment and development. Part II examines causes and consequences of underdevelopment, especially external and internal causes and urban and national development in the postindependence era. Part III describes research about modernization in the underdeveloped world carried out by geographers. The paper ends with a review of findings and suggestions for kinds of research and research institutions that will aid, not hinder, Third World development. Many illustrative figures and tables and a comprehensive bibliography are included. (Author/ND)

ED 107 547 SO 008 238

Carswell, Ronald J. B. Cason, Robert M.
Using Media to Stimulate Inquiry. Instructor's Guide and Participant's Manual. Teaching Procedures for the New Social Studies.

High School Geography Project, Boulder, Colo.
Spons Agency—Association of American Geographers, Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date 1 Feb 70

Note—98p.; Out of Print from Association of American Geographers

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Geography, *Geography Instruction, Human Geography, *Inquiry Training, Instructional Technology, *Multimedia Instruction, Secondary Education, Social Studies, *Teacher Education, Teacher Improvement, Teaching Procedures, *Teaching Techniques, Urban Studies

Identifiers—*High School Geography Project

In this teacher education kit, participants use a wide range of media and materials including slides, serial photos, census data, and video tape to work through exercises from the High School Geography Project. These exercises provide a basis for analysis of the discrepant data teaching procedures in which various media are used to lead students to make certain expectations or generalizations. Students are then presented with additional data which show that these expectations do not always hold true. In attempting to explain the differences, students recognize that they can overlook certain data because of personal biases or stereotypes. The kit is divided into five exercises including (1) An Exercise About Three Neighborhoods in New Orleans, (2) Clarification of the Discrepant Data Teaching Procedure, (3) Analysis of an Exercise About the Cultural Characteristics of Cities, (4) Analysis of the Video Tape, and (5) Classroom Application. Included are an instructor's guide and participant's manual. (Author/DE)

ED 107 548 SO 008 244

Ulrich, Roger E.
Toward Experimental Living.
Western Michigan Univ., Kalamazoo.

Pub Date 73

Note—74p.
Available from—Roger Ulrich, Department of Psychology, Western Michigan University, Kalamazoo, Michigan 49001 (\$2.00)

Journal Cit—Behavior Modification Monographs; v2 n1 1973

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Accelerated Programs, Acceleration, Child Development, *Community Development, Early Childhood Education, Educational Innovation, Emotional Development, Experimental Curriculum, *Experimental Groups, Experimental Programs, *Experimental Schools, *Life Style, Preschool Education, Primary Education, Social Development, Socialization

This monograph relates the numerous problems involved in developing an experimental community named Lake Village in Kalamazoo, Michigan. Formulated by several psychologists, the experiment is an off-shoot of a conference on alternative communities held in Racine, Wisconsin, in 1966. The community centers around an educational strategy that would rear children from birth and show how their academic, social, and emotional development could be accelerated. Some major problems encountered were conflicts among individuals and cliques, cultural separation of the youth and elders, financial difficulties due to withdrawal of grants and other funding, and difficulty in determining a purpose and meaning of the community satisfactory to all and possible to live by. The original community dissolved from the magnification of tensions; however, another communal group formed around child care needs, developing into a seemingly more stable community. A description of the school, called the Learning Village, is included. It has four divisions: infant program, nursery program, pre-elementary program, and elementary school up to the second grade. In general, the Learning Village program appears successful despite the difficulties experienced. (ND)

ED 107 549 SO 008 265

Peters, Richard O.
The World of Man: A Curriculum Guide.
Note—65p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Anthropology, Conservation (Environment), Cultural Background, Curriculum Guides, Ecology, *Environmental Education, Environmental Influences, Instructional Materials, Interdisciplinary Approach, Natural Resources, Overpopulation, *Pollution, *Population Education, Secondary Education, *Social Studies Units

This one semester, ecology-oriented, eleventh or twelfth grade elective course exposes students to the problems of environmental degradation and makes them aware of man's attempts to remedy crisis situations. The curriculum guide is divided into three major topics, each comprised of several subtopics which include content, objectives, and suggested materials. Topic I, "Man's Record on the Earth," examines the sub-topics of Topic II, "The Population Problem," studies the distribution of the world's people, dynamics of population growth, and the effects of population patterns on the environment. Topic III, "Economics, Politics, and Conservation," explores the utilization and degradation of our natural resources. (Author/DE)

ED 107 550 SO 008 309

Glashagel, Jerry And Others
Valuing Youth. Leader's Notebook.
National Board of Young Men's Christian Associations, New York, N.Y.; YMCA of Akron, Ohio.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date Jan 75

Note—96p.; Cards used in the "Camping Section" have been reproduced in page form; For related document, see SO 008 310

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Achievement, Alcohol Education, Educational Environment, *Educational Strategies, Elementary Education, *Leadership, *Learning Activities, Outdoor Education, Personal Values, *Resource Guides, Self Concept, Self Esteem, *Values

Identifiers—*Youth Values Project

This leader's notebook is an attempt to present value education tools for persons working with elementary age children in various YMCA settings. These tools are value education strategies designed to stimulate discussion by the children and to help create a learning environment. The strategies are presented in two ways. First, a series of basic strategies we call exploring strategies, choosing strategies, focusing strategies, and linking strategies are organized around several fundamental value issues: cooperation, respect, self-awareness, achievement, and celebration. The second set of strategies, for specific value issues and value-laden settings, are organized around several special YMCA settings: an overnight, the Christmas holidays, camping, coaching, and the international scene. Finally the subject of alcohol

use and abuse is dealt with through a series of strategies. This notebook also contains an explanation of value education theory and information on leadership training tools. (Author/ND)

ED 107 551 SO 008 310

Glashagel, Jerry *Glashagel, Char*
Valuing Families. Activity Guide.
National Board of Young Men's Christian Associations, New York, N.Y.; YMCA of Akron, Ohio.

Spons Agency—National Inst. on Alcohol Abuse and Alcoholism (DHEW/PHS), Rockville, Md.
Pub Date [75]

Note—42p.; For related document, see SO 008 309

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Achievement, *Activity Units, Alcohol Education, Family (Sociological Unit), Family Attitudes, Family Life, *Family Life Education, Family Problems, *Family Relationship, Group Activities, Learning Activities, Personal Values, *Resource Guides, Self Concept, Self Esteem, Self Expression, *Values Identifiers—*Youth Values Project

Developed as a resource for family life education, this activity guide can be used to lead experiential learning situations for intergenerational groups by a counselor, in a course, in a family organization like the YMCA, or in the home. The goals of this guide are to increase the self-esteem of each person and to strengthen the family as a human support system. A short section explains values and valuing, and some ground rules are suggested for use when conducting activity units. Twenty-three activity units are provided, which cover the following topics: achievement, sharing and caring, respect, self-awareness, and aids and escapes. The objectives, process, materials, and total time needed are given for each activity. Materials are included in the booklet and can also be found in the home. An explanation is the Photo Story activity for which photographs are supplied that cannot be reproduced, however, pictures can be clipped from magazines as a replacement. All of the activities can be altered easily to meet specific needs. The guide concludes with a short section on alcoholism, giving common sayings or myths and the actual facts for each one. (ND)

ED 107 552 SO 008 311

Pattison, William D. *Fink, Leslie Dee*
Preparing Others to Profess: A Trial Year. Director's Report, Project on Teaching and Learning in Graduate Geography, Phase I (July 1973 to June 1974).

Association of American Geographers, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.
Pub Date [74]

Note—125p.; Appendices are of marginal legibility; Best copy available

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*College Instruction, *Doctoral Programs, Educational Innovation, Educational Programs, Geography, *Geography Instruction, Graduate Study, Higher Education, *Program Descriptions, Program Evaluation, Teacher Education, *Teacher Improvement Identifiers—Teaching Learning Graduate Geography, TLGG

This report describes the attempts of five university geography departments — at Clark University and the Universities of Illinois, Iowa, Colorado, and California at Berkeley — to explore ways for incorporating teaching preparation into the programs of their doctoral students. The objective of the project was to propagate among geographers the concept of teaching as responsibility for learning and to take the lead in putting that concept into action. Each department developed its own unique program based on the overall objective. The report is divided into three parts. Part one provides an introduction to the background and purpose of the project. Part two provides recommendations on geographic education as the master framework for teaching innovation, student participation, intended learner outcomes, management models, exploration models, and sharing and delegating authority to be used by future directors of local training programs. Part three provides recommendations for structuring and making a workable national

system. Appendices include the individual reports upon which the recommendations are based. (Author/DE)

ED 107 553 SO 008 313

Davidson, Susan E., Ed.
Media: An Annotated Catalogue of Law-Related Audio-Visual Materials. Working Notes No. 8.
American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

Pub Date 75
Note—88p.

Available from—American Bar Association, YEFC, 1155 East 60th Street, Chicago, Illinois 60637 (Free for single copies)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, *Audiovisual Instruction, Bibliographies, Constitutional Law, Elementary Secondary Education, *Instructional Films, Instructional Materials, *Law Instruction, Laws, *Social Problems, Social Studies, Teaching Techniques

Over 400 films, filmstrips, audio cassettes, video tapes, and mixed media kits are described in this annotated catalogue of law-related materials for elementary and secondary education. The catalogue is divided into seven major content areas. Part one lists the audiovisual materials that deal with the history of the U.S. system of law, as well as its ethical and philosophical bases. The role of constitutional law in shaping the legal, political, and social order is the focus of the second part. Part three lists materials available on the Bill of Rights. The fourth section of the catalogue includes those materials appropriate to teaching about current issues, including minorities, youth, women, and environment and the law. Political process and practical law materials are listed in section five and six respectively. The last section lists materials that will be helpful to those new to the teaching of law. These materials include strategies, activities, objectives, and other useful information. Materials are listed alphabetically according to title within each section. Within each listing are the grade level, the type of materials, the distributor and year of production, and the cost of purchase or rental. All of the materials listed in this publication were reviewed by staff. Annotations are written primarily for the benefit of educators. (Author/JR)

ED 107 554 SO 008 314

White, Charles J., III, Ed.
The \$5 Game: A Guidebook on the Funding of Law-Related Educational Programs. Working Notes, No. 7.

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

Pub Date 75

Note—70p.; A Related document is SO 008 315
Available from—American Bar Association, YEFC, 1155 East 60th Street, Chicago, Illinois 60637 (Free for single copies)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Bibliographies, Community Involvement, *Educational Finance, Federal Aid, *Financial Support, *Law Instruction, Laws, Private Financial Support, Projects, School Community Programs, Social Studies Identifiers—*Proposals

This document addresses itself to the securing of funds necessary to maintain or fund law-related education projects. Drawing on the expertise of project directors who have been successful in securing funds, this document was put together as a guide to the funding process. Essays provide guidance to locating funding sources, writing proposals, developing community support, organizing public relations programs, and institutionalizing law-related education projects. In addition, the document includes a brief bibliography of books and articles which provide further information on various aspects of funding, as well as the addresses of a number of private and public organizations which can provide information on the various sources of funding. (Author/JR)

ED 107 555 SO 008 315

Henning, Joel F. And Others
Law-Related Education in America: Guidelines for the Future. Report of the American Bar Association Special Committee on Youth Education for Citizenship.

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.; Chicago Univ., Ill. Industrial Relations Center.

Spons Agency—Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.

Pub Date 75
Note—262p.; Related document is SO 008 314

Available from—American Bar Association, YEFC, 1155 East 60th Street, Chicago, Illinois 60637 (Single copies available free of charge while supply lasts)

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—*Curriculum Development, *Educational Finance, Elementary Secondary Education, Guidelines, Information Dissemination, *Law Instruction, *Program Guides, Social Studies, Teacher Education

This report is based upon a study of law-related education in America supported by a grant from the Law Enforcement Assistance Administration (LEAA). The study involves a national survey of law-related education projects active in elementary and secondary schools and public and private agencies which have supported or might support such projects, including foundations and government agencies. The objectives of the study are (1) to compile and analyze information on the strengths and weakness of law-related education projects; (2) to compile and analyze information on the practices, procedures, and priorities of existing and potential funding sources; and (3) to issue recommended guidelines on law-related education. Chapter one of the document attempts to define law-related education; chapter two is concerned with project structure and administration; and chapter three deals with teaching and learning providing guidelines for educational goals, teacher training, curriculum and materials development and program evaluation. Funding is the primary concern of the fourth chapter which includes recommended guidelines for funding. Chapter five deals with the future of law-related education. Several appendices provide a listing of program goals, analysis of the data, and a description of projects which serve as examples of project design and educational methodology discussed in the text. (Author/JR)

ED 107 556 SO 008 320

Johnson, Mauritz
A Response to the Perceptive Eisner.

Pub Date 75
Note—7p.; For a related document, see ED 103 327

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Classroom Observation Techniques, *Educational Research, Elementary Secondary Education, *Evaluation, *Instruction, Interaction Process Analysis, Perception, Productivity, *Research Methodology, *Theoretical Criticism

Identifiers—Eisner (Elliot W)

This paper is a critique of Eisner's "The Perceptive Eye: Toward the Reformation of Educational Evaluation," abstracted in ED 103 327. Criticisms are that Eisner (1) distorts the analogy between the arts and education by choosing the instructional process as a potential object of connoisseurship and criticism; (2) discusses critics and connoisseurs examining instruction, noting that they are seldom concerned with instrumental processes such as instruction and instead are interested in finished products; and (3) offers a proposition that is not applicable to education since there are no immediate products from education. In spite of these problems, Eisner's proposition should be accepted as a challenge by the educational community to become more perceptive. (ND)

ED 107 557 SO 008 321

Foster, Claudia C.
Manumission Societies and African Free Schools.
Pub Date 75

Note—24p.; Paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.53 PLUS POSTAGE

Descriptors—Acculturation, *Educational History, Educational Opportunities, *Educational Quality, Negro Achievement, *Negro Education, *Negro History, Race Relations, Racial Attitudes, Racial Discrimination, Social In-

tegration, Socioeconomic Status, *United States History

Abolitionists in the late 18th and early 19th centuries contended that even though blacks had been debased under American slavery, they could and must be prepared through education programs to function as Christians and American Citizens. As a result of this education, the new Afro-American would merit and gain white America's respect and acceptance by proving his moral worth. However, the abolitionists' notion of education for acculturation was restricted from the beginning of their crusade. Through their moral reform efforts, abolitionists aimed to educate former slaves to dominant, white, Protestant values and patterns of behavior. Their understanding of acculturation did not include fundamentally changing the social structural participation of free blacks within the dominant American institutions. In addition, acculturation through educational programs meant the development of attitudes and values consistent with lower class working and living patterns. Little was done by the abolitionists to educate whites concerning the equal capacity of blacks and the moral wrongness of slavery through home visits or campaigns to educate teachers. (Author/DE)

ED 107 558 SO 008 323

Morrison, James L., Jr.

Reflections of American Prejudice at Antebellum West Point (1802-1861).

Pub Date 75

Note—18p.; Paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Anti Semitism, Bias, *Educational History, *Racial Discrimination, Religious Discrimination, *Social Discrimination, Social Environment, Social History, *Student Attitudes, *United States History

Identifiers—United States Military Academy

By focusing on the corps of cadets of the United States Military Academy, this study dissects the major strands of white middle class prejudice in the years between 1802 when the institution was founded, and the outbreak of the Civil War. Due to the makeup of cadet population, the prejudices found among the members of that corps can serve as valid indicators of contemporary bourgeois attitudes in the United States. At the beginning of the period Jews, Indians, and Latin Americans enjoyed greater acceptance than they did from the mid-1820's onward. While tolerance for alien cultures was decreasing, sectional virulence grew, evolving from harmless teasing in the early 19th century to open violence by the late 1850's. Still, even with the increase in regional hostility, intersectional friendships continued to exist. West Point attitudes toward religion throughout the antebellum era showed continued preference for the Protestant denominations, especially Episcopalian, while Catholicism gained somewhat grudging acceptance by the predominantly Protestant society. (Author/DE)

ED 107 559 SO 008 338

Youth 1974: Finance-Related Attitudes. Report on the Institute's Third Biennial Survey of Americans Ages 14 through 25.

Institute of Life Insurance, New York, N.Y.

Pub Date [74]

Note—79p.

Available from—Institute of Life Insurance, 277 Park Avenue, New York, New York 10017 (single copy free, multiple copies \$.50 each, while supply lasts)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Attitudes, Career Choice, *Changing Attitudes, Consumer Economics, Family Attitudes, *Life Style, Middle Class Values, Money Management, National Surveys, *Sociocultural Patterns, *Work Attitudes, *Youth, Youth Employment

The probability sample for this national survey of youth's attitudes included 2,510 young people between the ages of 14 and 25 years. Results indicate that at the start of the 1970's there was a major turn about in attitudes. The fast changing attitudes of the 1960's seem to have been replaced by a more stable and conservative set of views and values. Young people have grown quite serious and more conventional. Interest in the

youth counterculture has declined while there is a growing interest in executive and professional lifestyles. Data are included on youth's attitudes toward money, consumerism, life insurance, life insurance companies, responsibility for financial well-being, alternative lifestyles, marriage and the family, work, and careers. (Author/DE)

ED 107 560 SO 008 347

World Bank Atlas: Population, Per Capita Product and Growth Rates.

World Bank, Washington, D. C.

Pub Date 74

Note—22p.

Available from—World Bank Headquarters, 1818 H Street, N.W., Washington, D.C. 20433 (free) Document Not Available from EDRS.

Descriptors—*Atlases, Data Analysis, *Developing Nations, *Economic Development, Economic Factors, Economic Research, *Economics, Graphs, International Programs, Population Distribution, *Population Growth

The ninth edition of the World Bank Atlas shows estimates of population, gross national product, and per capita production of 189 countries and territories for 1972. The data presented in the atlas are the result of the work of the World Bank Group whose major purpose is to provide both financial and technical assistance and to improve the living standards of developing member countries. Although the data in the analysis are sometimes derived from incomplete or unreliable basic data, and their conversion into U.S. dollars introduces an element of error, they do provide an approximate measure of average economic and social conditions and trends. Based on the data, real growth has continued in the developing world, in many cases at a rate equal to or greater than that in the more developed countries. However, as rapid population growth continues in large areas, disparities in per capita income between rich and poor countries continue to increase. (Author/JR)

ED 107 561 SO 008 355

Wheeler, James O.

Bibliography on Geographic Thought, Philosophy, and Methodology, 1950-1974. Geography Curriculum Project Occasional Paper No. 3, Revised.

Spons Agency—Georgia Univ., Athens. Geography Curriculum Project.

Pub Date Feb 75

Note—47p.; For earlier version of document, see ED 092 435

Available from—Geography Curriculum Project, University of Georgia, 107 Dudley Hall, Athens, Georgia 30602 (\$1.00 paperback)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Bibliographies, Comparative Education, Curriculum Development, Geographic Concepts, *Geography, Geography Instruction, Methods, Philosophy, *Social Sciences, *Trend Analysis

Identifiers—*Geography Curriculum Project

This bibliography complements an earlier "Bibliography for Geographic Education," ED 092 435. The purpose of the bibliography is to provide a guide to the essential philosophical and methodologic literature in English treating the discipline of geography between 1950 and 1974. A useful reference for educators, students, curriculum developers, and professional geographers, the bibliography begins with an introduction in which the compiler gives a succinct overview of recent trends in geography. The bibliography cites books and articles separately, which are further categorized into nine sections: (1) Bibliographical; (2) Geography and Other Disciplines; (3) Geography in Various Countries; (4) Methodology in Geography; (5) Philosophy of Geography; (6) Professional Training; (7) Quantitative Geography; (8) Subdisciplines of Geography; and (9) Theoretical Approaches. The arrangement with the categories is alphabetical by author. An addendum of recent books not found in the earlier edition concludes the document. (Author/JR)

ED 107 562 SO 008 356

Wolf, Lois C.

The Development of Levels of Abstraction in Children's Thinking about Complex Social Problems.

Pub Date 75

Note—22p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D.C., April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Abstraction Levels, *Abstraction Tests, *Cognitive Development, Cognitive Processes, Cognitive Tests, Curriculum Development, Educational Research, Elementary Secondary Education, Learning Processes, Social Problems, Social Studies, *Student Development

Identifiers—*Social Science Research

In order to directly relate research on children's thinking to curriculum development in the social studies, this study approximates the conditions and substances of daily classroom life and examines the levels of abstraction in children's thinking about complex social problems. The subjects include 210 boys and girls in equal numbers in grades one through seven. The students interpret four magazine photographs depicting scenes of war, poverty, old age, and destruction. The results indicate that there is a direct relationship between levels of abstraction inferred from children's explanations of social problems and the age levels of the children. These levels of abstraction and age correspond to Piaget's stages of cognitive development. There is no significant effect of sex on the level of abstraction, however, the abstraction levels differ according to the pictures. Results of this research imply a logic of curriculum development in both content and sequence which is not sufficiently applied at this time. (Author/DE)

ED 107 563 SO 008 358

Pifer, Alan

Foundations and Public Policy Formation.

Carnegie Corp. of New York, N.Y.

Pub Date [74]

Note—14p.; Reprinted from 1974 Annual Report Available from—Carnegie Corp. of New York, 437 Madison Avenue, New York, New York 10022 (free)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Agency Role, *Credibility, Decision Making, *Foundation Programs, *Policy Formation, Political Attitudes, Private Agencies, Private Financial Support, *Public Policy, Public Support

The question of whether foundations should engage in activities having a bearing on public policy development is discussed. Tax exempt private foundations have had a long, controversial history of participation in public policy formation. They contribute to policy development by means of various techniques that include support of established institutions to conduct policy-oriented research, investigation or analysis of issues with policy implications, conferences, partnerships with government on policy related issues, special research commissions, monitoring of governmental programs to assess their impact and effectiveness, and projects to inform citizens of their right to register and vote. Under the 1969 Tax Reform Act, foundations do have the legal right to participate in public policy formation. At issue, however, is whether foundations tend to bring a set of values into play in their program determination and in making or withholding grants. However, no foundation, can be totally objective because the human beings who manage it have values and shape the foundation's collective judgment. Nevertheless, if the role is played conscientiously and is informed at every stage by candor, openness, and integrity, the public will accept the foundation and it will maintain a viable position in the shaping of public policy. (Author/DE)

ED 107 564 95 SO 008 360

Useem, Michael

The Creation and Impact of Linkages Between the Social Sciences and the Federal Government. Final Report.

National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Bureau No—BR-1-0543-A

Pub Date Feb 75

Grant—OEG-1-71-0105(508)

Note—182p.

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Educational Finance, Educational Objectives, *Educational Research, Federal State Relationship, *Government Role, Higher Education, Institutional Role, *Political Influences, Research Opportunities, Research Projects, *Social Sciences
Identifiers—*Social Science Research

The federal government is the primary source of funds for social research in the United States, and academic institutions are the primary focus of social research performed with federal funds. Five distinct purposes underlying federal support of academic social research and five associated funding patterns are hypothesized. Actual patterns are observed in data from 1,079 faculty members in the disciplines of anthropology, economics, political science, and psychology. Results indicate that federal allocations are consistent with patterns expected if the government's purpose is (1) acquisition of policy relevant research and (2) advancement of basic social science. Observed patterns are not consistent with patterns expected if the purpose is (3) enhancing state legitimacy, (4) reproducing societal social relations, and (5) legitimizing the conduct of academic inquiry for the government. The impact of federal funding on the social science disciplines is examined in three areas. Significant influence is found in two of these—research priorities and views of government discipline relations—however, no observable impact is found in the discipline's social organization in the realm of academic promotion. It is concluded that a central government purpose in funding academic social research is production of research needed by government agencies and that this objective significantly shapes social science paradigms in the United States. (Author)

ED 107 565 SO 008 362

Stasz, Cathleen. *And Others*
Field-Independent and the Structuring of Knowledge in a Social Studies Minicourse.
Pub Date 75

Note—25p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D.C., April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Concept Formation, *Concept Teaching, Educational Research, Generalization, Individual Characteristics, Instructional Materials, *Learning Characteristics, Learning Processes, *Psychological Characteristics, Psychological Studies, Social Studies
Identifiers—*Social Science Research

While previous research has demonstrated a correspondence between measures of instructional content and psychological structure due to learning, this research report examines whether individual learner differences affect this correspondence. Individuals of the field independence psychological structure were expected to impose greater structure and experience concepts as discrete and organized, while individuals of the field dependence psychological structure would not impose structure but experience the concepts and their interrelationships as global and diffuse. Ninety-six students and 24 teachers divided evenly between field-independent and field-dependent structures provided the sample group. Results indicate that the field independent subjects configures the concepts of a sample lesson identical to the model of content structure, while the field-dependent subjects did not. The implication for further research concerns the extent to which a teacher's or student's psychological structure affects his or her method of teaching or ability to understand and learn what is being taught. (Author/DE)

ED 107 566 SO 008 371

Remy, Richard C. *And Others*
International Learning and International Education in a Global Age. Bulletin 47.
National Council for the Social Studies, Washington, D.C.
Pub Date 75

Note—108p.
Available from—National Council for the Social Studies, 1201 16th Street, N.W., Washington, D.C. 20036 (\$5.50)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Cross Cultural Studies, *Cross Cultural Training, Elementary Secondary Education, Futures (of Society), *Global Approach, Goal Orientation, Guidelines, Intercultural Pro-

grams, *International Education, Orientation, Political Science, Political Socialization, *Social Studies, *World Affairs, World Problems
Identifiers—*International Studies

The aim of this book is to provide information about international learning and international scholarship which can contribute to improved instruction about the global dimensions of human affairs. The underlying assumption and concern of the book is that if international education is to improve, educators need to be more self-conscious of their own world view of international politics since the objectives teachers set for themselves and their students, the instructional strategies they employ, and the curriculum materials they choose are all conditioned by their images of the world. After an introduction, chapters 2-4 (1) present the research findings on preadult international learning in a concise fashion; (2) delineate frameworks for viewing the world in a way which will assist educators in becoming more self-conscious about the images of the world which underlie their teaching; and (3) consider the problems and issues involved in systematically designing world studies programs that try to take account of preadult international learning and alternative world views. The appendix provides a bibliography on world studies and a set of "Guidelines for World Studies." These guidelines list potential objectives for world studies and include checklists to assist teachers in choosing materials appropriate for their students and community setting. (Author/ND)

ED 107 567 SO 008 372

Characteristics of American Youth: 1974. Current Population Reports, Special Studies, Series P-23, No. 51.

Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date Apr 75

Note—44p.; For a related document, see ED 080 924

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.10)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—Birth Rate, *Census Figures, Crime, *Demography, Educational Status Comparison, Employment Patterns, Family Status, Income, Marital Status, Migration Patterns, Occupational Mobility, Population Distribution, *Population Trends, Racial Composition, *Sociocultural Patterns, Socioeconomic Influences, Statistical Data, Voting, *Youth

This report presents a statistical portrait of the demographic and socioeconomic characteristics of American youth, ages 14 to 24 years old, between the late 1960's and the early 1970's. Data are included on population growth, racial composition, distribution, and mobility; education; marital status and family composition; fertility; labor force and employment status; income; voting trends; and crime victimization. The data for this report are based largely on the results obtained in the March 1974 Current Population Survey conducted by the Bureau of Census. The sample population extends over 461 areas comprising 923 counties and independent cities with coverage in each of the 50 states and the District of Columbia. Appendixes include reliability tables of the estimates. (Author/DE)

ED 107 568 SO 008 374

Hayden, Rose L.
Language and International Studies: The Rhetoric of Friction.

Pub Date [75]

Note—24p.; For a related document, see SO 008 373

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—College Language Programs, Conversational Language Courses, Educational Improvement, *Educational Needs, *Foreign Culture, Global Approach, Higher Education, *Interdisciplinary Approach, International Education, Language Enrollment, Language Proficiency, Language Teachers, *Second Language Learning, Social Sciences, *World Problems
Identifiers—*International Studies

This paper outlines the ways in which natural, functional areas in international studies overlap with foreign language proficiencies. An overview of international studies and language developments is given along with contrasts between

needs and realities, showing that educational practice in this area is out-of-phase. Today, the situation is packaged learning, monothink, jargon, and methodological sophistry, creating irrelevant and inapplicable knowledge. Given a desire for reform and restructuring of education, language training efforts could reinforce and be more closely aligned with international studies. Reasons for promoting this are: (1) survival in an increasingly interdependent world, (2) humanitarian compassion and responsibility of the "haves" for the "have-nots," (3) need for shared brain-power for the intractable problems of mankind, and (4) educating children to appreciate a diversity of cultural expression. An assessment of the nature of the world and the United States' place in the family of nations illustrates the necessity of linking international studies and language training. Points of international studies where language proficiency are essential include area programs, teacher education, technical assistance projects, study abroad, foreign students, problem studies, disciplinary specialities, professional schools, and non-traditional programs. (Author/ND)

ED 107 569 SO 008 375

Rubin, Louis, Ed.

The Future of Education: Perspectives on Tomorrow's Schooling.

Research for Better Schools, Inc., Philadelphia, Pa.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75

Note—213p.

Available from—Allyn and Bacon, Longwood Division, 470 Atlantic Avenue, Boston, Massachusetts 02210 (\$10.95)

Document Not Available from EDRS.

Descriptors—Change Agents, Decision Making, *Educational Alternatives, Educational Change, Educational Environment, Educational Needs, *Educational Planning, Educational Policy, Educational Research, *Educational Trends, Essays, *Futures (of Society), Political Influences, Public Education, Research Needs, *Social Change, Trend Analysis

In this book, three noted social scientists and six educators realistically assess the implications of today's political, educational, and social trends on future public education. Each of the nine original essays is followed by an editorial commentary, highlighting the inherent implications for schools, and by an addendum wherein issues pertaining to research and development are extracted from each chapter. Chapter titles include: (1) The Future of Government and Politics in the United States, (2) Schools in a Communal Society, (3) Predictive Reliability and the Future: The Need for Uncertainty, (4) Policy and Planning for the Future, (5) Social Decisions and Educational Policy, (6) The School of the Future: Adaptive Environments for Learning, (7) The School of the Future: Technological Possibilities, (8) The School of the Future: Needed Research and Development, and (9) Observations on Future Schooling. (Author/DE)

ED 107 570 95 SO 008 378

Martin, David S.

A Study of Pupil Ethnocentrism toward Pre-Western Eskimo Culture in Relation to Certain Instructional Conditions. Final Report.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—BR-O-A-033

Pub Date 1 Jun 71

Grant—OEG-1-70-0018(509)

Note—375p.; Not available in hard copy or microfiche due to marginal legibility of document

Available from—Available for loan only from ERIC/CHES, 855 Broadway, Boulder, Colorado 80302

Document Not Available from EDRS.

Descriptors—Anthropology, Changing Attitudes, Control Groups, *Cross Cultural Studies, Cultural Differences, *Culture, *Curriculum Research, Discriminant Analysis, Discriminatory Attitudes (Social), Elementary Education, *Eskimos, *Ethnocentrism, Evaluation Methods, Grade 5, Measurement Instruments, Non Western Civilization, Racial Discrimination

The study investigated the failure of foreign culture studies to create awareness of human universality. Major objectives were to: (1)

analyze the relationship of several independent variables such as sex, intelligence, dogmatism, and socio-economic status to the ethnocentrism expressed by children toward pre-Western Eskimo culture, (2) determine whether a change in the attitude of certain American children toward Eskimo culture would be accompanied by any concomitant change in attitude toward American culture, and (3) examine the effects on expressed pupil ethnocentrism of two experimentally controlled instructional conditions. Eight "teacher centered" and eight "learner-centered" fifth grade classes were identified for the study. Four classes in each group received a depth-study treatment which included certain potentially disturbing aspects of Eskimo culture. The other four classes from each group received a comparative study treatment. Pre- and post-test measures of the ethnocentrism were administered. Pupil and teacher statements about Eskimos and teachers responses to pupil ethnocentrism were recorded and children were interviewed. Findings showed that the best predictor of initial ethnocentrism toward Eskimos was dogmatism; intelligence and socio-economic status correlated positively with initial ethnocentrism; and both groups decreased significantly in ethnocentrism, but no concomitant attitude change toward American culture was found. (Author/ND)

ED 107 571 SO 008 380

Green, Cynthia P.

The Choice Is Yours: A Women's Studies Curriculum for Non-College-Bound High School Girls. Note—86p.

Available from—Cynthia P. Green, 1718 P Street, Apartment 619, N.W., Washington, D.C. 20036 (\$5.00)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Career Awareness, Curriculum, *Females, Grade 11, Grade 12, Home Economics, Instructional Materials, Life Style, Psychology, Secondary Education, Sex Discrimination, Sex Role, Social Studies, *Vocational Development, *Women's Studies, *Working Women

This women's studies course is designed to make non-college bound 11th and 12th grade female students aware of career options and alternatives, as well as of the issues women are raising regarding their place in society. The materials are developed specifically for noncollege students because decisions confront them immediately after high school, yet few career awareness materials are available for these women. Unit 1 examines the status and role of women in education, employment, health, law, and socioeconomic status. Unit 2 presents the various role options available to women, from being single to married, or in a career. Self-awareness and identity are the focus of the third unit. Career development concludes the units, making students aware of present and future employment needs, vocational training, job investigation, job-seeking skills, and remedies for sex discrimination. The units require the use of supplementary materials which are listed within each chapter. (Author/JR)

ED 107 572 SO 008 381

Luksetich, William A.

The Economics of Crime: A Teaching Unit for Grades 7-12.

Saint Cloud State Coll., Minn. Center for Economic Education.

Pub Date [74]

Note—43p.

Available from—Center for Economic Education, St. Cloud State College, St. Cloud, Minnesota 56301 (free)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Crime, Drug Abuse, Drug Addiction, *Economic Education, Economic Factors, Economic Research, Economics, Instructional Materials, Resource Allocations, Secondary Education, *Social Problems, Social Studies, *Social Studies Units

The major purposes of this teaching unit are to increase the students' understanding of economic concepts and economic reasoning, and to explain how economic reasoning can be applied to an analysis of the causes and remedies of crime. The unit examines the economics of crime in dollars as well as the causes of crime and programs to reduce criminal activity. The unit centers on

public policies that might be undertaken to control criminal activity. After a brief introduction in chapter 1, chapter 2 discusses the magnitude and distribution of crime, including the criminals, the victims, and compensation for the victims. Chapter 3 examines the economics of crime in relation to the profits to the criminal and the economics of crime prevention. The fourth chapter of the unit deals with the illegal drug problem. The unit concludes with a discussion of the problems of resource allocation at the various stages of the criminal justice system. (Author/JR)

ED 107 573

Brand, Oscar

Songs of '76: A Folksinger's History of the Revolution.

Pub Date 72

Note—178p.

Available from—J. B. Lippincott Co., East Washington Square, Philadelphia, Pennsylvania 19105 (Cloth \$10.00; Paper \$4.95)

Document Not Available from EDRS.

Descriptors—Colonial History (United States), Elementary Secondary Education, Learning Activities, Music, *Music Activities, *Revolutionary War (United States), Social Studies, *United States History

Identifiers—*Bicentennial

This collection of songs about the United States Revolutionary War is suggested as supplementary materials for teaching about the Bicentennial. Sixty-three songs illuminate the human side of both the "Rebel Americans" and the British loyalists. Preceding each song is a brief historical narrative which sets the stage for understanding the mood and temperament of the song and the historical figures. The songs reflect some of the forgotten participants and situations of the Revolutionary War not included in traditional history textbooks. (JR)

ED 107 574

Goldberg, David

Modernism: The Extensiveness of Women's Roles and Attitudes. World Fertility Survey Occasional Papers, No. 14.

International Statistical Inst., Voorburg (Netherlands); World Fertility Survey, London (England).

Pub Date Dec 74

Note—49p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Attitudes, *Birth Rate, Cultural Background, Cultural Factors, *Demography, Developing Nations, *Females, Individual Development, *Population Trends, *Sex Role, Sex Stereotypes, Social Values, World Problems

Identifiers—Ankara, Mexico, Mexico City, Turkey

This research report examines the components of modernity that deal with women's roles and values and their impact on fertility rates. The life style identified as modern is clearly multidimensional, yet three items—power, segregation, and containment—are chosen to study the fertility rates. The hypothesis is that in a family in which the husband makes the decisions (power), in which the wife's attitudes reflect perceptions of the highly differentiated set of sex roles (segregation), and in which the husband restricts the wife's activities (containment), then there will be high fertility due to the limited number of alternatives to the mother role. Data were collected in Ankara, Turkey in 1966 and Mexico City in 1971 by a 300 item questionnaire. The results support the hypothesis. Included in the study are tables indicating frequency distributions for individual questions, and the relationship between cultural background, modernism concepts, and fertility. (Author/DE)

ED 107 575

Shoup, Robert E.

Source of Preparatory Orientation of High School Students in Northeastern Indiana to Issues Involved in Marriage and Family Living.

Pub Date 75

Note—143p.; Ph.D. Dissertation, Walden University; Appendices are of marginal legibility

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Church Role, Dating (Social), *Family Life Education, Family Relationship, *Information Sources, Information Utilization,

Marriage, *Parent Influence, Parent Role, Peer Relationship, School Role, Secondary Education, Secondary School Students, *Social Development, Social Relations, *Student Attitudes

Nine high schools selected at random from 62 schools in Northeastern Indiana participated in this study to determine where high school students get their ideas about marriage and family living. Students answered a questionnaire consisting of 24 items ranging in nature from dating and knowledge of the opposite sex through engagement to marriage and family living. For each item, students marked the source of knowledge as parents, school, church, peer group, reading, or others. A figure of twenty per cent was accepted as significant level to show the category as being an influence in forming ideas on the subject. The results indicate that the family remains as the chief socializing agency in matters of marriage and family living, while information regarding dating comes from the peer group. The school and church are only secondary sources of information on all items. (Author/DE)

ED 107 576

Johnson, Olin Chester

The Black Church in America.

Pub Date [75]

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Church Programs, *Church Role, Civil Rights, *Negro History, Negro Organizations, Racial Discrimination, Social Action, *Social Change, *United States History

This paper traces the role of the Black church in American history. The Black church is portrayed as an institution through which Blacks have worked to achieve social, economic, and political equality as well as spiritual guidance and social interaction. In the Colonial era the dominant purpose of having Blacks attend church was to condition them for their life in slavery. Yet after the Revolutionary War, Blacks in the north began to form their own churches to avoid the segregation and discrimination of white churches. Prior to the Civil War, the Black church was slowed considerably by whites fearing the Black church would incite slave revolts. After the Civil War and during the late 19th century, the Black church continued its fight against white discrimination and served as a center for educational activities. Throughout the 20th century, the theme of the Black church has been civil rights for all Blacks. The 1960's and 1970's have seen the church actively increasing community involvement, and social and economic programs for Black Communities. Blacks turned to the church for leadership because they were severely separated from other social, political, and economic areas of American life. (Author/DE)

ED 107 577

Basic Teaching Kit on Consumer Advertising.

Procter and Gamble Co., Cincinnati, Ohio.

Pub Date 74

Note—55p.; Multimedia kit including record or cassette and filmstrip

Available from—Procter and Gamble Educational Services, P.O. Box 14699, Cincinnati, Ohio 45214 (\$7.00)

Document Not Available from EDRS.

Descriptors—Business, *Business Education, *Consumer Education, Instructional Materials, *Learning Activities, Marketing, *Multimedia Instruction, *Publicize, Resource Materials, Secondary Education

This advertising kit was developed by Procter and Gamble in response to requests from teachers and consumer educators who asked for materials from business about business. The kit is not intended to cover the entire field of advertising. Rather, it centers on advertising as it is known and practiced by Procter and Gamble. The purpose of the kit is to improve understanding of advertising among teachers and students at the secondary level, presenting an historical perspective on the development of advertising as a selling tool and presenting Procter and Gamble's first hand knowledge and experience. The kit presents advertising as only one in a series of marketing activities that begin and end with the consumer. The unit covers such key business functions as market research, product development, marketing, test marketing, packaging, sales and promotion, and advertising. The materials in-

clude a 32-page teacher resource manual, a 16-page teacher's activity guide, a sound/color film-strip with accompanying 33 and 1/3 RPM record or cassette, 50 student leaflets, and a wall chart posing four basic questions to ask in analyzing advertising. (Author/JR)

ED 107 578 SO 008 397

Anglist, Shirley S. And Others
Experimental Evaluation of Family Curriculum Materials for High School Students.

Spons Agency—Buhl Foundation, Pittsburgh, Pa.
Pub Date 75

Note—39p.; A paper prepared for the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Adolescence, American Studies, *Cross Cultural Studies, Cultural Differences, *Curriculum Development, *Curriculum Evaluation, Educational Research, *Family (Sociological Unit), *Family Life Education, Family Role, Formative Evaluation, Inquiry Training, Projects, Secondary Education, Social Studies Units, Sociology, Youth

Identifiers—*Family Life Curriculum Project, Israel, Japan

This paper describes two new family life curriculum development projects at Carnegie-Mellon University and presents the results of an evaluation of two mini-courses using a modified Solomon four-group experimental design. Based on historical, sociological, anthropological, and psychological research, the first unit presents family life in Japan and the Kibbutz, while the second emphasizes American adolescence. In both courses students examine the changing norms, roles, role clusters, and socialization processes of family members in historical and contemporary contexts. The experimental design includes analyses of variance of posttest scores from 60 classes in three urban high schools. The results of standardized tests for evaluating students' attitudes toward their family indicate no significant curriculum effects for either unit. The cognitive test results are strong and unambiguous in all schools despite the differences in socioeconomic characteristics and school climate. Each unit did increase the students' knowledge of family life and their inquiry skills. (Author/DE)

ED 107 579 SO 008 401

Allen, Rodney F., Ed. And Others
Ways to Environmental Education, Volume 4.

Florida State Univ., Tallahassee. Coll. of Education.; Tallahassee Junior Museum, Fla.
Pub Date May 75

Note—71p.; For other volumes, 1 thru 3, see ED 100 734, ED 103 325, and SO 008 361

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Animal Facilities, Community Involvement, *Community Resources, *Ecology, Elementary Secondary Education, *Environmental Education, Learning Activities, *Museums, Resource Guides

Four environmental education booklets presented in this document comprise the fourth volume of the environmental series developed by community groups around the Tallahassee Junior Museum and its pioneer farm. The focus of the document is on ways to environmental education. Part one presents a mini-history of Tallahassee, its origin, inhabitants, contributions, and people. The second unit, written by headstart teachers, is especially for the very young on getting to know the animals at the junior museum. A summary background of the animals is presented, along with learning activities and questions. The focus of the third unit is on resources and performance involved in ecology. The last unit is a commissary cook book which includes recipes from the pioneer farm. (JR)

ED 107 580 95 SO 008 402

Crespin, Emil Rodriguez, Robert
Struggle for Independence: Mexico's Rebellion Against Spain. Social Studies. A Teacher's Guide for Grades 1-9.

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.; William Randolph Hearst Foundation, Los Angeles, Calif.

Pub Date Mar 74
Note—57p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tractor Lane, Austin, Texas 78721 (\$1.20)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Biculturalism, *Cultural Awareness, Curriculum, Elementary Secondary Education, Ethnic Studies, Learning Activities, *Mexican American History, Mexicans, *Revolution, *Social Studies, Teaching Guides

Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Mexico

This book is the first in a series of historical resource guides developed by the Far West Center of Curriculum Adaptation Network for Bilingual Bicultural Education (CANBBE). This unit, for grades 1-9, focuses on Mexico's revolt against Spanish rule and highlights famous persons and events of the period. The materials can serve as a reference on Mexican historical events and patriotic commemorations in order that the teacher may have some information readily available for classroom use. Historical facts as well as activities for use in the classroom, in the school, or for community presentation are included. This book can be used as a general supplement to the Social Studies Strand of the Spanish Curricula Development Center materials. The unit is arranged in nine sections according to either famous persons or events. Each section includes presentation of facts, a list of reasons for remembering the day, vocabulary, ways for teachers to highlight the facts, ideas for discussion, and activities. Suggestions for classroom activities include role playing, bulletin boards, reports, and time lines. The listing of commemoration dates is sequenced to allow teachers to plan the school calendar accordingly. (Author/JR)

ED 107 581 SO 008 404

Museums USA: Art, History, Science, and Other Museums.

National Endowment for the Arts, Washington, D.C.

Pub Date 74

Note—213p.; For related document, see ED 093 777

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 036-000-0024, \$4.40)

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Arts Centers, Cultural Activities, *Cultural Centers, Cultural Education, *Cultural Enrichment, Cultural Opportunities, Data Analysis, Financial Policy, *Institutional Facilities, *Museums, *National Surveys, Personnel Data, Sciences

The results and analysis of an earlier museum survey, presented in "Museum U.S.A.: Highlights" (ED 093 777), are given in this document. The purpose is to present a comprehensive picture of museums in the United States—their numbers and locations, types and functions, facilities and finances, personnel and trustees, and activities and attendance. The survey data offers a sound base for future efforts to expand our understanding of museums and other cultural institutions and their role in American life. Data from the survey are shown in 94 graphs to illustrate the findings, which are described and analyzed in the text of this report. The data are examined according to the total number of museums and by four museum characteristics—type, budget size, governing authority, and geographic region. This may be of most immediate interest to professionals, trustees, citizens, and groups actively involved in the work or study of museums and other cultural institutions, and public and private agencies concerned with their development. (Author/ND)

ED 107 582 SO 008 406

Minority Cultures: Supplement to Primary Social Studies Guide [And] Minority Cultures: Supplement to Intermediate Social Studies Guide.

Ferguson-Florissant School District, Ferguson, Mo.

Note—41p.

Available from—Ferguson-Florissant School District, 655 January Avenue, Ferguson, Missouri 63135 (Supplement to Primary Social Studies Guide, \$1.00; Supplement to Intermediate Social Studies Guide, \$1.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Concept Teaching, *Cultural Awareness, Democracy, Educational Resources, Elementary Secondary Education, *Ethnic Studies, Intermediate Grades, *Learning Activities, *Minority Groups, Negroes, Social Studies, Teacher Developed Materials, Teaching Guides

The teaching guides are designed to aid students in the development of concepts and perceptions about minority cultures. Designed to supplement Ferguson-Florissant's minority program, the guides can be useful to other educators as a model and as a resource for learning activities in teaching ethnic studies. The elementary program focuses on three major concepts of freedom and equality for all members, inter-dependence between diversified peoples, and human rights. The major concepts presented in the intermediate program emphasize contributions of minority groups to civilization. Concepts center on pride in the heritage of all people, representation of many cultural groups by American patriots, and historical misconceptions of slavery. Within each concept are subconcepts and many different learning activities to aid in the development of each of the broader concepts. A bibliography concludes each unit. Listings are alphabetical by title, including the name of the publisher and the date of publication. (JR)

ED 107 583 SO 008 407

Allen, Rodney F. And Others
Community Leaders' Training in Environmental Studies: A Cooperative Community Project

Funded under Title I of the Higher Education Act of 1965. Ways to Environmental Education, Final Report: 1974-1975.

Florida State Univ., Tallahassee. Coll. of Education.; Tallahassee Junior Museum, Fla.

Pub Date 30 Jun 75

Note—44p.; Volumes developed by project are ED 100 734, SO 008 187, SO 008 361, and SO 008 401

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Community Cooperation, *Community Programs, Ecology, Elementary Secondary Education, *Environmental Education, *Leadership Training, Museums, *Program Evaluation

Identifiers—Higher Education Act Title I

This document is the final report of the Outreach Project, which is directed toward increasing environmental awareness and expanding the educational uses of the Tallahassee Junior Museum through the cooperation of Museum staff, a variety of community groups, and the Florida State University's environmental studies program. To meet the concern, adult community leaders were offered thirty one-week training programs at the museum which involved participation in environmental educational experiences for the community groups. Objectives and goals of the training sessions are included in the document, along with a program evaluation for meeting the needs of the training groups. Two appendices conclude the document. The first is a general brochure explaining the nature and resources of the Junior Museum. The second appendix includes two kinds of evaluation letters from those groups who produced booklets at the workshops and those who used the booklets in some facet of educational activity. (Author/JR)

ED 107 584 SO 008 408

Haynes, Felicity
Accountability and Serendipity.

Pub Date [73]

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Affective Behavior, Creativity, *Educational Accountability, Educational Objectives, Educational Philosophy, *Humanistic Education, Humanization, Learning Processes, *Performance Based Education, *Student Evaluation

The accountability system was designed in part to link practice and theory more closely, but educators in the humanities point out that neither everyday experienced nor the affective domain can be accountable in such an explicit system. In the humanities, especially, there is another way of knowing—unpredictable, unique, often capricious—which works creatively through juxtaposition and synthesis and which cannot be measured accurately by objective tests. It is a type of per-

ception often termed metaphoric, closely allied with creative insight, and approaches the authentic understanding and commitment desired by existentialist and humanistic educators. Once a teacher becomes accountable to the school, administration, or society, the rich metaphoric perception of the student may be sacrificed for the measurable, objective behavior required by accountability -- and the awareness which arises from metaphoric perceptions which, while they must be expressed through measurable behavior, are not identified with it. (Author/DE)

ED 107 585 SO 008 410

Detlefsen, Bruce B.
A Popular History of the Origins of the Regents of the University of the State of New York.
New York State Education Dept., Albany.
Pub Date Mar 75

Note—128p.
EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—Education, *Educational History, Educational Philosophy, Higher Education, History, *State Universities, *University Administration

Identifiers—New York, *Regents

This book is intended for a wide audience of educators, students, public officials, and other persons who may want to know more about how and why education in New York State developed the way it did. The document examines the historical developments, events, and persons involved in the creation and organization of the Board of Regents -- the governing authority of New York's total educational enterprise including the State University. The book draws upon several studies and upon original documents, such as the early Journals of the State Legislature and the Minutes of the Board of regents, to develop this brief history. (Author/JR)

ED 107 586 95 SO 008 412

Stodkowski, Wladyslaw, Ed.
Selected Bibliography of Polish Educational Materials. Volume 13, Number 1, 1974.

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—TT-74-54055-01

Pub Date 75

Note—75p.; For related document, see SO 008 394

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, *Comparative Education, Educational History, Educational Legislation, Educational Practice, Educational Research, Educational Sociology, Elementary Secondary Education, *Foreign Countries, Preschool Education, *Reference Materials, Schools, Social Sciences, Teachers, Vocational Education

Identifiers—*Poland

One hundred books, papers, and articles that were available from November 1973, to January, 1974, are listed in this bibliography of Polish educational materials. Entries are arranged alphabetically by author or editor under the following subjects: history of education, laws and legislation, general information on education, social and educational sciences, teacher's profession, and schools and institutions by type or level. Polish titles are followed by English translations and document annotations. The bibliography concludes with an index to authors and editors. (ND)

ED 107 587 SO 008 413

The American Jewish Experience: A Graded, Annotated Bibliography for Grades 7-12, Part Two. [And] Jews in Israel and in Other Lands Abroad: A Graded, Annotated Bibliography for Grades 7-12, Part Three.

American Association for Jewish Education, New York, N.Y.; Educational Research Council of America, Cleveland, Ohio.

Pub Date 72

Note—40p.

Available from—Educational Research Council of America, 614 Superior, Cleveland, Ohio 44113 (Part Two, \$3.50; Part Three, \$5.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Bibliographies, *Cultural Awareness, Educational Resources, Ethnic Studies, *Jews,

Minority Groups, Religion, Secondary Education, Social Sciences, *Social Studies

Described in this abstract are the second and third parts of three annotated bibliographies comprising a series of available materials on the Jewish experience. The bibliographies, devoted essentially to secular Jewish studies, are designed to make students culturally aware of the rich and pluralistic cultural heritage of America through the Jewish experience. Part 2 focuses on the available educational resources which enhance understanding of the Jewish culture and religion. Arranged by subject area, it lists books under the categories of reference, history and religion, sociology, intergroup relations, biography and autobiography, literature, and fiction. Part 3 focuses on Israel as well as other Jewish communities throughout the world. Arranged by geographical areas, it comprises an informative guide to a world tour of Jewish communities in Israel, Asia, Australia, Austria, Canada, England, France, Germany, Latin America, and the Soviet Union and Satellites. Within the geographic and subject categories, works are arranged alphabetically by authors. Materials date from the 1940s to 1971, with the majority of the works written in the late 1960s and early 1970s. Not described here is Part 1 of the series, "World Jewish History, Religion, and Culture: A Graded, Annotated Bibliography for Grades 7-12," which is out of print. (Author/JR)

ED 107 588 SO 008 422

Hunter, David E., Ed. Whitten, Phillip, Ed.
Anthropology: Contemporary Perspectives. [And] Instructor's Manual to Accompany Anthropology: Contemporary Perspectives.

Pub Date May 75

Note—433p.

Available from—Educational Associates Division; Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106 (Text \$6.95, instructor's manual is free with purchase of text)

Document Not Available from EDRS.

Descriptors—*Anthropology, College Instruction, *Cross Cultural Studies, Cultural Awareness, Educational Resources, Higher Education, Primary Sources, *Social Sciences, Teaching Guides

Forty-seven articles comprise this reader designed for beginning college students and instructors in an introductory anthropology course. Original contributions from both anthropologists and non-anthropologists are reprinted. The readings, drawn primarily from the popular press but including some of the discipline's "classical" articles, are designed to give students a basic understanding of the general, introductory concepts of anthropology. The selected and organized materials reflect the thoughts described in the first article on perspective of cultural relativism and a five part model consisting of comparison, holism, systems and process, emics and etics, and the case study. Nine broad anthropological concept areas presented are: (1) stones and bones, the evidence of human evolution; (2) ethology and human nature; (3) human diversity; (4) the organization of society and the evolution of social forms; (5) understanding others and ourselves and fieldwork in cultural anthropology; (6) human groups in their environmental contexts; (7) culture and identity; (8) the cultural structuring of experience, culture, communication, and belief systems; and (9) some consequences of the expansion of mass society. A teacher's guide, containing basic reference and testing materials for each of the 47 readings, accompanies the book of readings. (Author/JR)

ED 107 589 SO 008 424

Shelly, Walter L.
The Videotape As A Teaching Aid in State and Local Government.

Pub Date Mar 75

Note—19p.; Paper presented at the Southwestern Social Science Association (San Antonio, Texas, March 26-29, 1975) and the Western Social Science Association (Denver, Colorado, May 1-3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—College Instruction, Educational Development, Educational Equipment, Higher Education, *Instructional Aids, *Local Government, *Political Science, *State Government, Student Participation, Teaching Techniques, Video Equipment, *Video Tape Recordings

In order to educate students in state and local government and to create a better appreciation of the political process, the author contends that the traditional approach to teaching in Texas must be supplemented with innovative techniques. One successful technique is the use of the videotape as a teaching aid. Extension of the vote to the eighteen year old, failure of large numbers of students to exercise the franchise, emphasis on the recruitment of racial minorities, and a significant increase in the number of older students who are returning to the classroom are developments which require new methods to reach the "new public." The videotape can be a useful aid in the teaching process, offering students increased access to political personalities, enabling students to learn more about the specifics of their own immediate environment, enabling students to stay abreast of developing problems and solutions in state and local government, permitting additional material which is normally not covered in traditional textbooks to be brought to the attention of students, and adding a sense of realism to government policies. Two major problems with using the video tape as a supplemental teaching aid are inertia on the part of the faculty and obtaining institutional financial support. (Author/JR)

ED 107 590 SO 008 426

Forsback, Mariene
The School as a Democratic Institution: The Problems of Teaching Social Studies in the Federal Republic of Germany.

Inter Nationes, Bonn (West Germany).

Pub Date Dec 74

Note—11p.; Best copy available

Journal Cit—Bildung und Wissenschaft (Education and Science in the Federal Republic of Germany); n12-74 p173-180 Dec 1974

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Comparative Education, Course Descriptions, *Curriculum Development, *Democratic Values, Educational Environment, Educational Objectives, Educational Problems, Elementary Secondary Education, Guidelines, *Political Socialization, *Social Studies, Student Development

Identifiers—*Federal Republic of Germany

In recent years, political and social studies have been under revision in the individual states of the Federal Republic of Germany. Many states have issued framework guidelines for the various school branches and levels to provide teachers with orientation aids. Progressive educators see the goal of political and social studies as being more than just the imparting of knowledge via political, social, economic and legal institutions. They are more concerned with awakening interest in these things with the aid of a knowledge of interrelationships and events. The goal is the articulate citizen capable of criticism and thus the creation of the preconditions for democracy and further democratization. Two learning objectives developed by the state Northrhine-Westphalia are the ability and willingness to think in terms of political alternatives, and the ability and willingness to work as a member of different social groups and to display open-mindedness. These objectives are to be associated directly with concrete teaching processes so that the school is a public showcase of a democratic institution. (Author/DE)

ED 107 591 SO 008 430

Church, Martha, Ed. And Others
A Basic Geographical Library: A Selected and Annotated Book List for American Colleges. Publication No. 2.

Association of American Geographers, Washington, D.C. Commission on College Geography. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 66

Note—164p.

EDRS Price MF-\$0.76 HC-\$8.24 PLUS

POSTAGE

Descriptors—*Annotated Bibliographies, Bibliographies, Booklists, College Instruction, Geographic Regions, *Geography, *Geography Instruction, Higher Education, *Library Guides, Library Material Selection, Social Sciences, Thematic Approach

A standard list of books of special excellence or of particular value to the student of geography is provided. The primary purpose of this annotated bibliography is to offer guidance to

librarians in achieving reasonably adequate coverage of the geographic literature in undergraduate colleges in the United States, as well as to aid instructors and researchers in the geography field. The list is limited to books and serials. Contents of the volume have been arranged into four principal sections: (1) general works and aids, (2) geographical methods, (3) thematic geography, and (4) regional geography. Within each major section, specific topics are further categorized. Listings are alphabetical by author within the individual categories, including publishers, date, page numbers, price and the library of Congress numbers. (Author/JR)

ED 107 592 SO 008 441

Paramore, Thomas C. Paramore, Barbara M. North Carolina in the Revolutionary Era, A Resource Study Unit.

North Carolina Bicentennial Commission, Raleigh; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Social Studies Education.

Pub Date 74

Note—159p.

Available from—Dr. Barbara Paramore, 402 Poe Hall, North Carolina State University, Raleigh, North Carolina 27607 (\$1.50)

Document Not Available from EDRS.

Descriptors—*Citizenship Responsibility, *Colonial History (United States), Curriculum Guides, Educational Objectives, Educational Resources, Learning Activities, Resource Units, *Revolutionary War (United States), Secondary Education, *Social Studies, United States History

Identifiers—*Bicentennial, North Carolina

The history of North Carolina from 1763 to 1789 and the issue of state rights are covered in this resource unit. This unit is applicable to a unit on the Bicentennial. The authors have chosen the central theme of state's rights to trace through the specific time period because it is a connecting thread between the opening and closing events of the Revolutionary epoch, and it is also a living issue—one that continues to occupy the attention of the American people through today. The first part of the unit presents an overview for the teacher, relating a brief historical summary of North Carolina in the Revolutionary Era. Knowledge, skill, and attitude objectives for the unit are included in the second part. The third part presents a content outline and instructional activities in a summarized form. The unit activities are listed in part four, and expanded in unit five with additional activities, articles, and exercises. Part six includes suggested evaluation procedures. Several appendices list references to textbooks and student and teacher resources, both print and non-print. (Author/JR)

ED 107 593 95 SO 008 447

Saad, Giti, Comp.

Selected Bibliography of Educational Materials in Pakistan, Vol. 8, No. 1, 1974. Period Covered January-March 1974.

Spons Agency—National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Report No.—TT-74-53392/1

Pub Date [74]

Note—59p.; Related documents are ED 086 568 and 579; SO 007 659 and 660

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Abstracts, Adult Education, *Annotated Bibliographies, Comparative Education, *Educational Development, Educational Philosophy, Educational Policy, *Educational Research, Elementary Secondary Education, Higher Education, Teacher Education, *Tests, Womens Education

Identifiers—*Pakistan

This annotated bibliography lists 102 entries of selected educational materials in Pakistan covering the period January-March 1974. The materials are organized into 28 categories: Administration, Organization, and Financing of Education; Adult Education; Agricultural Education; Curriculum; Education Goals; Education Planning; Education Reforms; Elementary and Secondary Education; Extra-Curricular Activities; Higher Education; History of Education; Islamic Education; Libraries; Literacy; Medical Education; Literature for Children; Philosophy of Education; Psychology; Special Education; Students' Problems; Teacher Education; Teachers;

Teaching Methods and Media; Technical Education; Textbooks; Women's Education; General; and a special section on Examinations. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. An author index is included. (JR)

ED 107 594 SO 008 448

Asian Studies Unit One: Asian Man and His Environment, Pilot Program; [And] Asian Studies Unit Two: Cultural Patterns of Asian Man, Field Test.

Chicago Board of Education, Ill.

Pub Date [72]

Note—174p.

Available from—Board of Education of the City of Chicago, Department of Curriculum, 228 North La Salle Street, Chicago, Illinois 60601 (Unit I \$2.75; Unit II \$3.00)

Document Not Available from EDRS.

Descriptors—*Asian Studies, Cultural Awareness, *Cultural Background, *Curriculum Guides, Educational Resources, *Ethnic Studies, Instructional Materials, *Learning Activities, Maps, Philosophy, Religion, Secondary Education, Social Studies, Teaching Guides

Two units of Asian materials for secondary students comprise this document. The first unit presents a brief history of Asian man and his environment, including geography, climate, ethnic groups, resources, food, and population. Following the historical narrative are community references and various learning experiences and activities which further aid the student's cultural awareness of Asia. An extensive glossary and a bibliography of resource materials conclude the unit. The second unit introduces cultural patterns of the Asian man by examining religion and philosophy, artistic and cultural expression, social aspects of Asian life, political patterns, ethnocentrism, pluralism, and cultural diffusion. Both units include background teacher information, learning experiences and activities, a glossary, supplementary resource materials, and reproducible maps. (JR)

SP

ED 107 595 SP 009 180

Johanningmeier, Erwin V.

Assessing the Impact of Research on Schooling: A Problem in History of Education, Its Difficulties and Approaches.

Pub Date 2 Apr 75

Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Educational Assessment, *Educational History, *Educational Improvement, *Educational Research, *Foundations of Education, Research Utilization, *Teaching

Though the resources devoted to educational research are small compared to those devoted to teaching, there is a considerable amount of literature classified as educational research. However, it is still difficult to show a relationship between educational research and the improvement of teaching, and there is not yet an account of the role which university and large-city school district research organizations have played in (a) forming the urban school bureaucracy, or (b) advancing or retarding educational efficiency. Nor has the advent of educational psychology, although it has grown tremendously, produced unity of method or purpose in educational research. One way to begin assessing the impact of (a) educational research on schooling, and (b) schooling on research would be to list 10 studies which seem to have made a difference in schooling, and to examine each one in terms of its rationale, purpose, and accomplishments. Such a list is included in this paper. Among those studies cited are (a) the Thorndike-Woodworth studies of 1901 on the transfer of training, (b) Thorndike's work on arithmetic and the Thorndike-Barnhart dictionary, (c) school surveys, (d) Cuddeback's work on the appointment of school funds, and (e) retardation and elimination studies. Significant trends in the history of educational research are also reviewed. (HMD)

ED 107 596 SP 009 198

Priscanelli, Karen J.

Field Test of the Operationalization of Fuzzy Concepts with Small Children.

Pub Date Nov 73

Note—22p.; For related documents, see SP 009 196 and 197

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Concept Formation, Creative Thinking, *Elementary School Students, *Learning Processes, *Thought Processes

Identifiers—Fuzzy Concepts, *Operationalization

The purpose of this field test was to see if young children are capable of producing operationalizations using the "Operationalization of Fuzzy Concepts" procedure. The fuzzy concept used was "having fun in school," and the procedure was conducted with four children aged 7-8. The procedure involved the following five steps: (a) the child was asked to describe a school situation in which s/he was having fun; (b) the child was asked to describe a school situation in which s/he was not having fun; (c) the child was presented with a list compiled by an adult and a child who had been through the first hypothetical situation, and was asked if the items on the list were part of "having fun in school;" (d) the child was asked to review the situation in (a) and revise the list; and (e) the child was asked to review the situation in (b) and revise the list. Validation procedures indicated that the children could operationalize. (The document includes the list used in (c), a list of behaviors which might have indicated trouble operationalizing, an example of responses, and a matrix for organizing and facilitating analysis.) (PB)

ED 107 597 95 SP 009 200

Vanderpool, J. Alden

Competency/Performance-Based Certification: The Latest Scientific Management Effluvium? Or the Answer for Which We Have Waited?

Pub Date Oct 74

Note—14p.; Paper presented at the National Vocational Education Personnel Development Seminar (8th, Madison, Wisconsin, October 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Creative Teaching, *Performance Based Teacher Education, Performance Criteria, Teacher Behavior, *Teacher Certification, *Teacher Participation, Teaching Techniques, *Validity

The fatal flaw of competency/performance-based teacher education (C/PBTE) is the lack of empirical knowledge on teacher behavior as it relates to pupil outcomes. Competencies identified have been based on reason, logic, and experience—all insufficient without empirical evidence. It seems that many accusations against C/PBTE are justified, and it is certainly true that C/PBTE has not yet demonstrated its superiority over other bases for teacher certification. Teaching is more than mastery of techniques. A large part of teaching is art, which does not easily lend itself to behavioral description. The major problem with the argument against C/PBTE is that there is no more factual basis for other teacher education programs than there is for C/PBTE programs. All teacher education programs are based on armchair speculation, reason, logic, and experience. At present, C/PBTE proponents should make no claims for product criteria except in the sense that the product is teacher behavior. Teachers must be included in the essential steps of planning and evaluating C/PBTE programs. Also, research must be designed to funded to continue the validation process. (PB)

ED 107 598 SP 009 210

Albertson, Roxanne M.

Sports and Games in New England Schools and Academies 1780-1860.

Pub Date Apr 75

Note—18p.; Paper presented at the Annual Meeting of the North American Society for Sport History (3rd, Boston, Massachusetts, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Educational History, *Females, *Males, *Physical Education, *Physical Recreation Programs, Schools

Identifiers—*New England

Ideas concerning the value of games and sports for school children changed gradually between 1780 and 1860. Although not always condemned by teachers, those activities were not considered part of school in the early period. Sports considered acceptable for nonschool hours were utilitarian activities such as hunting, fishing, field sports, boating, and swimming. After 1830, educators debated the merits of joining students in sports participation in order to provide moral guidance. Parents sent their children to private instructors in the community during nonschool hours in order to learn "refined" sports. By 1860 many sports were advocated as healthy, useful, and pleasurable physical activities for young boys. The need of physical activity for girls was also suggested, but sports for girls were not strongly advocated by educators of the day. Many academies provided playgrounds and facilities for students to use during recess. A few schools provided special instructors for certain "refined" sports, and in a few schools faculty participated with their students in these activities. Sport clubs were organized in order to compete against other teams, but generally these sport clubs remained under student control until after 1860. The resistance to sports participation by children had decreased by 1860, but it was not until after the Civil War that educators began advocating the inclusion of sports in supervised physical education classes in New England schools. (Author/JS)

ED 107 599 SP 009 222
Physical Education '73.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date Jan 73

Note—13p.; Reprinted from the Instructor Magazine, January 1973

Available from—American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 245-25468, \$0.50)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Child Development, Elementary Education, *Elementary School Students, *Motion, Motor Development, *Perceptual Motor Learning, *Physical Education, Physical Education Facilities, Play, Skill Development
Identifiers—*Movement Education, Multidisciplinary Approach

This collection of articles deals with the importance of physical education to a child's development. The first article, "Directions and Thrust," examines three aspects of elementary physical education which became particularly important in the 1960's: movement education, perceptual-motor development programs, and the multidisciplinary approach. The second article, "Phys Ed Is Movement Ed," explains that goals such as a specific throw or move are not only important as ends in themselves, but also in relation to a child's ability to adjust movements to different situations. In the third article, "Physical Play—It's Vital," it is argued that physical education programs should not be too formal and should encourage students to use a variety of motor patterns. The fourth article, "Innovation, Inquiring, Individualizing," looks at an elementary physical education program at the University of California at Los Angeles and the objectives and goals which determine its organization. "Lacking Facilities? Improvise!" is the title of the last article, which suggests activities to be carried out in the classroom if the elementary teacher lacks equipment and/or facilities for physical education. (PB)

ED 107 600 95 SP 009 223
Medley, Donald M. And Others

Assessment and Research in Teacher Education: Focus on PBTE. PBTE Monograph Series No. 17.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75

Note—51p.

Available from—Order Department, American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Affective Behavior, Behavioral Objectives, Effective Teaching, Evaluation

Criteria, *Performance Based Teacher Education, *Performance Criteria, *Program Evaluation, Program Improvement, Student Behavior, *Teacher Behavior, *Teacher Evaluation

This monograph presents a diagram which distinguishes four different assessment levels in the teacher's professional development. Level 1 refers to assessments of the training experience, level 2 to assessments of the teacher's behavior, level 3 to assessments of pupil behavior, and level 4 to assessments of instruction. The diagram explains that level 4 is influenced by level 3, level 3 by level 2, and level 2 by level 1. It is explained that program decisions based on assessments were traditionally made at level 1. The validity of levels 2, 3, and 4 are then examined. It is held that level 2 is the level at which teaching should be evaluated. It becomes necessary, however, to determine competencies for this evaluation. The document presents a hierarchy of relevant competencies, including broad concepts, general characteristics, and specific behavior items. Program evaluation is also examined, and the statement is made that it must be demonstrated that teacher education programs can produce the kinds of teacher behaviors which in turn produce more growth in pupils. It is then necessary to use pupil behavior in program evaluation. The problems this causes in teacher evaluation can be avoided, however, through the use of large samples. The monograph also discusses lack of knowledge as a weakness in specifying competencies and developing programs. (PB)

ED 107 601 95 SP 009 224
Devaney, Kathleen Thorn, Lorraine

Exploring Teachers' Centers.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 75

Contract—NE-C-00-3-0109

Note—224p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Educational Innovation, *Inservice Teacher Education, *Interinstitutional Cooperation, Program Descriptions, *Teacher Centers, *Teacher Education

This two-part monograph attempts to (a) define and describe the teacher center concept, and (b) expand existing informal communication exchanges among teacher centers and teaching colleagues in school districts and colleges of education. Information was elicited from 40 American teacher centers, as well as from people and projects interested in teacher centers as an alternative form of continuing education for practicing teachers. Part 1, "Mapping New Territory," is an essay which describes the exploration of the informal communication network among teacher centers and presents the issues surrounding the centers, mainly from the perspective of people within the centers. Part 2, "Describing Centers," is a collection of 22 descriptions of teacher centers that highlights each center's uniqueness in style, purposes, programs, governance, and setting. An appendix consisting of a list of teacher centers and advisories interviewed during the course of the study is included. (Author/JS)

ED 107 602 SP 009 225
New Patterns of Teacher Education and Tasks. General Analyses.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 74

Note—118p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$4.50)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Academic Achievement, *Classroom Environment, Class Size, Educational Administration, Educational Innovation, Educational Trends, Higher Education, *Teacher Education, *Teacher Role, Teaching Conditions

This monograph includes three papers that discuss ways teachers can respond to new teaching and learning demands. Part 1, "Initial and Continuing Training of Teachers: New Trends and Concepts," examines (a) general principles of the development of teacher education, (b) implications of new trends and concepts

for recruiting members of the teaching profession, (c) the crucial period of initial training, (d) various arrangements for inservice training, (e) administrative arrangements for new programs of professional education, and (f) policy implications of various new approaches presented in the paper. Part 2, "New Patterns of Teacher Tasks and Their Implications," focuses on (a) present trends in the distribution of responsibilities for teaching and learning, and (b) types of environment most likely to favor active and effective participation of teachers in educational innovation. Part 3, "Class Size as a Factor of Pupil Performance: A Policy Analysis," discusses a prevalent teacher view concerning the need for class reduction in order to increase efficiency. This paper presents and examines research demonstrating that student achievement is either not related to class size, or is higher with larger classes. Each part includes a section of policy recommendations and conclusions. (JS)

ED 107 603 SP 009 226
Black, Lee Roy

Alternative Education and Corrections: Some New Dimensions.

Union for Experimenting Colleges and Universities, Yellow Springs, Ohio.

Pub Date Apr 75

Note—6p.

Journal Cit—Union Press; Monograph II Apr 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Basic Skills, *Correctional Education, Correctional Rehabilitation, Corrective Institutions, *Prisoners, Recidivism, *Teacher Education, Teacher Interns, Teacher Programs
Identifiers—*Union for Experimenting Colleges and Universities

The Union for Experimenting Colleges and Universities has operated a four-state teacher preparation program since 1973. This program offers an education to inmates, ex-offenders, correctional officers, and community members. It was established because (a) prisoners rejoin the community in about four years; (b) ex-offenders need new life patterns on release in order to break the cycle of crime and arrest; (c) confinement costs are high, and inmates are usually non-productive; and (d) our current correctional system is not working. The union emphasizes teacher preparation (a) in order to address inequities of traditionally barring ex-offenders from teaching; (b) because ex-offenders often have special qualifications, particularly in relating to low socioeconomic class students; and (c) so that preserve students will learn by teaching inmates who need to develop basic skills or pass high school equivalency tests. The program has demonstrated that (a) it can assist students to develop effective teaching skills, especially for problem learners; (b) students and inmates will be able to benefit their communities in needy areas; and (c) the program can succeed even within the constraints of the penal system. (PB)

ED 107 604 95 SP 009 227
Nutrition and Health.

George Washington Univ., Washington, D. C. National Advisory Council on Supplementary Centers and Services.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 75

Note—26p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Breakfast Programs, Curriculum Guides, *Federal Legislation, *Federal Programs, *Health, Health Education, Lunch Programs, *Nutrition, Nutrition Instruction, Teacher Education

Identifiers—*Elementary Secondary Education Act Title IV, ESEA Title IV

This two-part report provides a source book of information on (a) federal health and nutrition legislation and programs, and (b) government and commercial agencies with nutrition and health education materials and instructional services available to the public. Part 1 describes the kinds of health and nutrition programs to be funded under ESEA Title IV, with emphasis on program legislation, regulations, and recommendations. Also covered are descriptions of two bills currently waiting Senate approval: (a) The National School Lunch and Child Nutrition Act

Amendments of 1975., which would extend and revise the special food service program for children and the school breakfast program until September 30, 1978; and (b) the Comprehensive School Health Education Act, which would make grants available for teacher training, pilot and demonstration projects, and comprehensive school programs with respect to health education and health problems. Part 2 includes lists of the following sources of information: (a) members of the Senate Select Committee on Nutrition; (b) state curriculum guides on nutrition and health education; (c) studies funded by the Food and Nutrition Service, USDA; (d) Title VIII projects in health and nutrition; (e) government agencies; and (f) sources of commercial nutrition and health education materials. (JS)

ED 107 605 95 SP 009 228

Darcy, C. Michael And Others

A CBTE Curriculum Model and Directions for Its Assembly.

New York State Education Dept., Albany.; State Univ. of New York, Albany. Teacher Education Developmental Service.

Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 75

Note—112p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—Curriculum Design, Educational Philosophy, *Models, *Performance Based Teacher Education, *Program Development, Program Evaluation, Teacher Education

Identifiers—*State University of New York

This four-part monograph discusses the competency-based teacher education (CBTE) program at the State University of New York (SUNY) at Albany. The report attempts to (a) state the purpose and goals of the CBTE model, (b) suggest operation procedures, and (c) offer aids to facilitate development of a CBTE program. Part 1 presents a statement of the philosophical view of CBTE and sets guidelines for working in a CBTE mode. This section also discusses the limits of CBTE and explains and interprets the essential elements of the CBTE program. Part 2 presents the model used in the SUNY at Albany College of Education program. Part 3 provides a step-by-step procedure for creating a CBTE program, building on an institution's existent teacher-preparation program. Part 4 helps guide administrators, with questions and suggestions for judging the effectiveness of the CBTE program. Figures illustrating the CBTE model and a sample evaluation form are included. (Author/JS)

ED 107 606 95 SP 009 229

Pierce, Douglas R.

Educators' Perceptions of School Domain Claims. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 3 Apr 75

Contract—OEC-0-71-4751

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Administrator Attitudes, Educational Change, *Program Evaluation, School Role, *School Services, *Teacher Attitudes

Identifiers—*Experimental Schools Program, Organizational Domain

This study comprised part of the evaluative research of the Experimental Schools Program (ESP) in Tacoma, Washington. Its purpose was to determine educators' perceptions of (a) the character of ESP schools, and (b) the extent of change in the district owing to ESP intervention. A questionnaire was developed concerning possible outcomes, services, and clientele. Some findings were as follows: (a) substantial consensus existed concerning the schools' domain; (b) the clientele dimension was clearly crystallized, the outcome dimension least crystallized, and the service dimension yielded the highest proportion of extreme responses; (c) the schools' domain included many features, although few were strongly pronounced; (d) strongly characteristic features were not unexpected or unusual; (e) less-pronounced features were not unexpected or unrealistic; (f) elementary school features were more sharply defined than those of secondary schools; (g) school level rather than sex accounted for most teacher differences; and (h) the

general perspective was of a basically stable organization, subject to adjustments, and undergoing gradual transformation. (Extensive tables are included.) (PB)

ED 107 607 SP 009 230

Pitman, John C.

Actions Taken by State Departments of Education in Developing CBTE Certification Systems.

Pub Date Feb 75

Note—32p.; Paper presented at the National Conference of the Association of Teacher Educators (New Orleans, Louisiana, February 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS

POSTAGE

Descriptors—*Accreditation (Institutions), Higher Education, Instructional Programs, National Surveys, *Performance Based Teacher Education, *State Departments of Education, *Teacher Certification, Teacher Education

This study reviews actions taken by state departments of education relative to competency-based teacher education/certification (CBTE/C) in terms of variables indicating degree of commitment of the concept. Variables discussed are (a) formal or informal study, (b) support for pilot activities, (c) utilization of an approved-program approach for teacher education program accreditation, (d) recent revisions of teacher education and certification standards and guidelines, (e) documents discussing CBTE/C, (f) development and approval of a state CBTE/C plan, and (g) existence of legislative mandate relating to CBTE/C. The following conclusions are presented: (a) all 50 states were engaged in formal or informal study of CBTE/C; (b) 48 states had pilot activities; (c) all states revising certification standards and guidelines chose an approved-program approach for accreditation; (d) only 20 states had developed a CBTE/C plan; and (e) only 12 states had mandated legislation. Future projections include (a) less emphasis on preservice programs, (b) more application of CBTE/C to inservice education and recertification approaches, (c) partial use of CBTE/C models in state plans, and (d) more classroom-teacher involvement in state program accreditation and certification processes. (Author/JS)

ED 107 608 SP 009 231

Ashburn, Arnold G.

A Large School District's Research Training Needs.

Pub Date Feb 71

Note—6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, February 1971)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—College Programs, *Educational Researchers, Inservice Education, Interinstitutional Cooperation, *Professional Training, Public School Systems, *Research Utilization, *School Districts, Training, Universities

Identifiers—Dallas Independent School System, RDD&E, *Research Development Dissemination and Evaluation

Of all the functions of the university-based educational researcher, none is more important to public school activities than the training of professionals to support research, development, dissemination, and evaluation (RDD&E) operations. The researcher's job in training RDD&E personnel for a large school district can be understood through the experiences and staffing needs of the Dallas Independent School District. Three factors formed the setting of the school district's staffing effort: (a) the constraint of available fiscal resources, (b) the constraint of priority on use of in-district personnel, and (c) the need for field-oriented RDD&E personnel. In order to deal with the rising need for RDD&E staff, university-based educational researchers are challenged to (a) pursue the design and implementation of RDD&E training programs heavily weighted with field-training experiences; (b) develop RDD&E training programs at the undergraduate and master's degree levels, instead of heavily concentrated in the terminal degree programs; and (c) develop a modular training system especially for inservice personnel. If large-scale RDD&E programs are developed in the cities, with staff at all levels of expertise, personnel with basic skills could be made available to smaller districts unlikely to hire personnel with terminal degrees. (JS)

ED 107 609 SP 009 232

Amdur, Lillian B., Ed. Flom, Bernard S., Ed.

Wrestling: Physical Education Secondary Schools. New York City Board of Education, Brooklyn, N.Y. Bureau of Curriculum Development.

Pub Date 74

Note—63p.

Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, New York 11201 (\$3.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Instructional Programs, *Physical Education, *Physical Fitness, Secondary Education, *Secondary School Students, Skills, *Teaching Guides

Identifiers—*Wrestling

This curriculum bulletin is designed as a guide for supervisors and physical education teachers concerned with organizing and administering instructional wrestling programs for boys in grades 7-12. Objectives, basic rules, and a scope and sequence chart are presented in the first chapter. The scope and sequence chart is included so that appropriate skills may be taught in each grade to permit progress through succeeding levels of difficulty. Chapter 2 describes (a) fundamental positions; (b) breakdowns; (c) pinning combinations and breaks; (d) escapes, reversals, and counters; and (e) takedowns and counters. Chapter 3 deals with conditioning. It stresses (a) preceding the wrestling unit by a unit on conditioning and physical fitness, and (b) including a warmup at the beginning of each instructional period. Chapter 4 lists ways to initiate the unit and gives teaching suggestions, evaluation methods, and culminating activities. Chapter 5 covers facilities and equipment, including gymnasium layout, uniforms, and supplies. Chapters 6 and 7 look at (a) time allotment, (b) objectives, (c) motivating techniques, and (d) scope and sequence. Chapter 6 presents a suggested unit for grades 7-9 and chapter 7, a unit for grades 10-12. Chapter 8 presents a suggested lesson outline. Appendixes are a list of references and list of selected multimedia aids. The text is illustrated with pen drawings of various wrestling positions. (PB)

ED 107 610 SP 009 233

Lersten, Ken

A Separate Reality: The Problem of Uncooperative Experiments.

Pub Date May 73

Note—16p.; A revised version of a paper presented at the Allerton Sport Psychology Conference of the North American Society for the Psychology of Sport and Physical Activity (Allerton Park, Illinois, May 1973)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Affective Behavior, Behavior, *Experimental Groups, *Laboratory Experiments, *Participant Characteristics, Research Methodology, *Research Problems, *Volunteers

The problem of the uncooperative experiment arises with the use of human subjects. Evidence shows that typical volunteer subjects have the following characteristics: better education, higher paying jobs, greater need for approval, lower authoritarianism, higher I.Q. score, and better adjustment to personal questions than nonvolunteers. Data also suggest that volunteers are more sociable, arousal seeking, younger, firstborn, and more unconventional than nonvolunteers. How representative, then, can volunteers be? Influences of experimenter on subject must also be considered. An experimenter can unknowingly communicate expectancies through transmission of cues. Professional experimenters should be carefully trained in the detection and control of artifact and expectancy-demand characteristics of experiments. There has also been discussion of using a more natural setting than the laboratory. Individual human characters and differences may lead to confusing results in an experiment despite all efforts to control behavior. (PB)

ED 107 611 SP 009 234

Maas, Gerry

Survey of Iowa State University Students Concerning Intramural Sports and Related Sports Interests.

Pub Date 75

Note—22p.; Paper presented at the Annual Meeting of the National Intramural Association (1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Athletics, *College Students, *Intramural Athletic Programs, Physical Education, Physical Fitness, *Student Attitudes, *Student Participation, Surveys
Identifiers—*Iowa State University

This survey attempted to measure student involvement in intramural sports and related interests. A three-part questionnaire dealing with personal information, intramural sports, and related sports interests was completed by 1,159 Iowa State University students. The data indicated the following: (a) most students surveyed either participated in intramural programs or wanted to; (b) team sports most often selected were sports the respondents had participated in, but more leisure-time recreational sports were indicated as sports they wanted to play; (c) most respondents participated in the intramural program at least once a year and usually once a week; (d) major reasons for not participating were conflicts with class, study, or work; (e) most students either participated in or wanted to participate in coeducational recreation sports; (f) respondents obtained intramural sports information from student newspapers, intramural managers, posters, and word-of-mouth; (g) financial support came from physical education budgets or a combination of this budget with student fees; (h) students participating in intramurals supported intercollegiate athletics; and (i) students indicated high involvement in related sports interests through television and newspaper coverage. (A copy of the questionnaire and tables indicating statistical results of the survey are included.) (JS)

ED 107 612 **SP 009 235**
Burke, Ed. Kleiber, Douglas

Psychological and Physical Implications of Highly Competitive Sports for Children.

Pub Date 75

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Athletic Programs, *Athletics, *Child Development, *Children, Literature Reviews, *Physical Development, Play Identifiers—*Competition, Little Leagues

There is a growing movement toward highly structured, competitive sports for children aged 7-12, who are at a crucial stage of physical and psychological development. Social play and games have important socialization and identity-formation functions. One argument supporting highly competitive sports for children is that they provide additional play opportunities. In fact, organized sports may reduce play opportunities, by leading children away from free and spontaneous games. A second argument is that more highly skilled athletes result from highly competitive sports, although this does not seem to be true for team sports. A third argument is that organized sports are safer and healthier than the sandlot variety. There is considerable evidence, however, to support the conclusion that highly competitive sports can be harmful both physiologically and psychologically. Lastly, it is argued that it is socially advantageous for children to learn to compete early. (PB)

ED 107 613 **SP 009 236**
Rarick, G. Lawrence

Effects of Exercise on Children.

Pub Date Mar 75

Note—15p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Child Development, *Children, *Exercise (Physiology), *Personal Growth, Physical Activities, Physical Development, *Physical Health

Exercise is generally held to be a significant factor in the growth, development, and health of children and adolescents. The effects of physical activity regimens on general growth, as well as quantitative and qualitative changes, in animal muscle and bone tissue have been clearly demonstrated. Less is known about the role of exercise and related metabolic factors in influencing morphological and functional changes in children. The significance of physical activity in controlling body weight and maintaining a healthy balance among the tissue components of growing children

has been repeatedly demonstrated. Similarly, research has shown the positive effects of vigorous exercise regimens on muscular strength, muscular endurance, and physical working capacity of children. Recent research points to a complex interaction of neural, hormonal, and metabolic factors in response to the stresses imposed by exercise—the effect on tissue and organ growth being a reflection of the nature, duration, and intensity of the exercise regimen as well as the maturational level and exercise tolerance of children. That certain, as yet undefined, levels of physical activity are essential to the normal growth and health of children would seem to be self-evident. Based on present knowledge, these levels will vary with the nature of the physical activity program and the functional capacity and maturational level of the child. (Author/PB)

ED 107 614 **SP 009 237**
Siedentop, Daryl

Behavior Modification.

Pub Date 75

Note—15p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavioral Objectives, *Behavioral Science Research, *Behavior Change, Behavior Theories, Educational Research, Reinforcement, *Research Methodology, *Student Behavior, Teaching Skills
Identifiers—*Analytic Teaching

The methodological aspects of the behavior analysis movement are often overlooked in favor of focusing on the powerful effects of rewards and punishments used systematically in a behavior-modification paradigm. The methodological aspects are important for the topic of research on teaching because they create a situation where the teacher acts both as a data collector and a verifier of instructional strategies. Such behavior is referred to as analytic teaching. Each of the major behavior-analysis teaching models utilizes one of the following teaching approaches: (a) a precise description of behavior categories under consideration; (b) attention paid to specific relationships among the situations in which target behavior occurs, and the behavior and consequences which accrue to the behavior; (c) continuous monitoring of the behavior; and (d) analysis of effects of the instructional variable. Analytic teaching requires the teacher to take an active role in educational decision making because the decisions are based on data collected by the teacher. This prevents the passivity that so often characterizes teaching in schools. (Also included is a list of references and a set of figures illustrating the behavioral approach to teaching and a list of school-related behaviors modifiable through contingent social praise by a teacher.) (Author/JS)

ED 107 615 **SP 009 238**
Sherrill, Claudine

Mainstreaming in Physical Education: A Positive Approach.

Pub Date 75

Note—13p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Ability Grouping, *Exceptional Child Education, *Handicapped Students, Low Ability Students, *Mentally Handicapped, Mental Retardation, *Physical Education, Psychomotor Skills, Public Schools, Special Classes

Identifiers—*Mainstreaming

The concept of mainstreaming can be traced back to Brown v. Board of Education when the U.S. Supreme Court ruled the "separate but equal" doctrine unconstitutional. Not everyone has wanted to integrate minorities into their physical education and athletic programs, and now not all educators are accepting the broadening of ability levels within the classroom to include the handicapped. Research has not confirmed that children in special classes achieve better than comparable children in regular classes. Research has shown that a similarity of play interests exists between learning-disabled and normal children. While much research shows

the mildly retarded child to be one to three years behind peers in motor performance, it is generally believed that many such differences are environmentally caused. Often retarded school-age children have not received physical education instruction. It is thought that early integration of handicapped and normal children in good physical education programs will result in comparable motor skills for both groups. Lastly, research indicates that ability-segregated classes seem to have detrimental effects on both the feelings of exceptional children about themselves and of others toward them. The issue at hand is not mainstreaming in physical education, but humanizing all of education. (PB)

ED 107 616 **SP 009 239**
Staples, I. Ezra, Ed.

Impact of Decentralization on Curriculum: Selected Viewpoints.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 75

Note—65p.

Available from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K Street, N.W., Washington, D.C. 20006 (Stock No. 611-75050, \$3.75)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Curriculum Development, *Curriculum Planning, *Curriculum Problems, *Decentralization, Educational Accountability, Municipalities, *Public School Systems

In this publication seven authors discuss school-system decentralization and whether or not it has an impact on curriculum. The first article maintains that decentralization does affect curriculum. It presents a history of the move toward decentralization, considers basic aspects of decentralization, discusses decentralization as it now exists in the U.S., and examines evidence concerning the success or failure of decentralization. The second article asserts that although curriculum-development decentralization has been included in almost all plans for school-system decentralization, there is need for further refinement of roles and services before the former can be achieved. The third article is a study of the impact of school-system decentralization on curriculum development. It reveals that the trend toward administrative decentralization has accelerated during the past five years, and discusses some resultant effects. The fourth article examines how curriculum development has been affected by school-system decentralization in large cities, using New York City as an example. The fifth article discusses the Atlanta public school system's administrative decentralization and some of the problems it has had regarding instruction and curriculum development. The sixth article looks at the attempt to decentralize the Baltimore city public schools, and at some of the problems encountered. The last article discusses accountability and its achievement through decentralization. (PB)

ED 107 617 **SP 009 240**
Coaches' Manual.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education; National Council of Secondary School Athletic Directors, Washington, D.C.

Pub Date [75]

Note—100p.; Reprint of the book *Coaches' Manual, a Guide to Athletic Coaching in Florida Schools*, Bulletin 741

Available from—American Alliance for Health, Physical Education, and Recreation, Publications-Sales, 1201 16th Street, N.W., Washington, D.C. 20036 (Stock No. 241-25664, \$2.95)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Athletic Coaches, *Athletic Programs, Community Agencies (Public), Individual Characteristics, *Interpersonal Relationship, *Intramural Athletic Programs, Responsibility, School Personnel, Students, *Success Factors, Teacher Role

This manual focuses on the coach's relationships and interactions with students, school personnel, civic groups, and community agencies. The first chapter examines how athletics, as an integral part of education, can make a significant contribution (a) to the development of the individual, (b) in meeting society's needs, and (c)

in transmitting cultural heritage. Chapter 2 considers personal qualities, professional preparation, inservice education, leadership responsibilities, motivational skills, and ethics of the school coach. The coach's relationships with school personnel is examined in chapter 3. Chapter 4 looks at the coach's relationships with students. Chapter 5 discusses the relationship between the coach and the team. It focuses on interpersonal relationships as well as topics such as injuries, nutrition, and drugs. Chapter 6 looks at the coach as a member of the community, and chapter 7 discusses the coach and public relations. Chapter 8 deals with the selection, care, inventory, and reconditioning of equipment, and with planning for the use and construction of facilities and their supervision and maintenance. Chapter 9 concerns the coach and legal liability. Chapter 10 discusses types of budgets, purchasing, auditing, specifications, and bidding. The last chapter briefly looks at how the information presented in this manual can aid in self-evaluation. (PB)

ED 107 618 SP 009 241

Read, Donald A. Greene, Walter H.
Creative Teaching in Health. Second Edition.
Pub Date 2 Jan 75

Note—455p.
Available from—Macmillan Publishing Company, Inc., 866 Third Avenue, New York, New York 10022 (\$9.95)

Document Not Available from EDRS.

Descriptors—Alcohol Education, *Creative Teaching, Curriculum Design, Curriculum Development, Drug Education, Educational Trends, *Effective Teaching, Elementary Education, *Health Education, Mental Health, Secondary Education, Sex Education, Sexuality, Student Evaluation, Teacher Evaluation

This book is divided into five parts. Part 1 examines the status of and trends in health education today, and includes a discussion of some basic prerequisites for effective teaching. The teacher's major duties and responsibilities in setting the stage for effective teaching are examined in part 2. Part 3 discusses the nature of and potentiality for creativity in the classroom. Part 4 provides examples of creative teaching as applied to the following topics at both elementary and secondary levels: mental health, human sexuality, drug education, alcohol education, and disease and environment. Part 5 explores the possibilities of creative evaluation and the teacher's continuing growth. The appendixes are entitled Sources of Information in Sex Education and Sources of Information in Drug Education. (Author/JA)

ED 107 619 SP 009 242

English, Fenwick W. Kaufman, Roger A.
Needs Assessment: A Focus for Curriculum Development.

Association for Supervision and Curriculum Development, Washington, D.C.
Pub Date 75
Note—73p.

Available from—Association for Supervision and Curriculum Development, 1701 K Street, N.W., Suite 1100, Washington, D.C. 20006 (Stock No. 611-75048, \$4.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Curriculum Development, *Educational Administration, *Educational Assessment, *Educational Needs, Educational Strategies, Systems Approach
Identifiers—Individually Responsive Curriculum, *Needs Assessment

This booklet focuses on needs assessment, a process for identifying and defining valid curriculum, instructional, and management objectives. It also presents a means for establishing controls over curriculum development at the local level, whether it be a school district or an individual school. Part 1 explains the (a) fundamentals, (b) rationale, (c) accountability, and (d) critical assumptions of needs assessment. Part 2 discusses techniques utilized by the curriculum developer in doing a needs assessment. Included among subjects covered are the following: (a) generic steps of needs assessment; (b) role of the teacher association/union; (c) goal derivation, validation, prioritization, and translation; (d) development and validation of performance objectives; (e) gap or need statements; (f) budget for implementation strategies; (g) fund strategies; and (h) reassessing gaps via feedback. Part 3 presents the curriculum development cycle using a needs assessment base. Methods include a system approach and Individually Responsive Curriculum (IRC). Part 4 offers answers to some critical questions about the needs assessment process. A glossary of terms is included. (JS)

ED 107 620 SP 009 243

Flinchum, Betty M.
Motor Development in Early Childhood: A Guide for Movement Education with Ages 2 to 6.
Pub Date Jan 75
Note—129p.

Available from—The C. V. Mosby Company, Publishers, 3301 Washington Boulevard, St. Louis, Missouri 63103 (\$8.50)

Document Not Available from EDRS.

Descriptors—*Child Development, *Early Childhood Education, Motion, *Motor Development, Perceptual Motor Coordination, *Perceptual Motor Learning, *Psychomotor Skills, Teaching Procedures

Identifiers—*Movement Education

This book deals with the following areas: (a) basic motor development and readiness of the young child for movement activities, (b) learning and developmental theories commonly used in early childhood education, (c) instructional approaches for using movement as a learning modality, and (d) general educational implications which can be ascertained from motor activities and movement learning. The book contains nine chapters, the first of which is an introduction to children and movement. The second chapter discusses assessment of motor skills in children, child growth and development studies of motor patterns, and studies with implications for young children. Chapter 3 concerns motor pattern development and includes a learning module. Chapter 4 discusses the psychomotor domain and learning levels, and includes a motor taxonomy as applied to young children. Reflex movements, basic movements, coordination activities, balance activities, and body awareness activities are all examined in chapter 5. Chapter 6 looks at purposes of perceptual-motor activities, self-expression activities, form perception, and ocular tracking, and includes a list of perceptual-motor tests. Chapter 7 presents teaching strategies for motor development. Chapter 8 discusses management for learning through movement. The last chapter deals with educational implications of movement. A motor ability test is appended. (PB)

ED 107 621 SP 009 244

Hilsam, S. Stari, K. B.
Promotion and Careers in Teaching.
Pub Date Jan 75

Note—310p.
Available from—Humanities Press, Inc., Publisher/Distributor, Atlantic Highlands, New Jersey 07716 (\$13.00)

Document Not Available from EDRS.

Descriptors—*Careers, Foreign Countries, Occupational Aspiration, *Promotion (Occupational), *Teacher Attitudes, *Teacher Characteristics, Teacher Employment, *Teaching
Identifiers—*England, Wales

This book reports on research conducted in England and Wales to (a) discover factors that influenced promotions in the teaching profession and compare these findings with teachers' beliefs about influences on promotion, (b) study the procedures by which teachers were promoted and discover teachers' experiences and opinions about these procedures, and (c) find out what hopes teachers had had for their future careers when they became teachers, and compare these with their present expectations and probable reality. The book is divided into five sections, the first of which presents issues and origins in both promotion and careers in teaching, and objectives and procedures used in the research. Section 2 examines influences on promotion and includes (a) career patterns, (b) distribution of promotion posts, (c) characteristics of promoted teachers, (d) teachers' views on factors that favor promotion, and (e) teachers' view on factors that ought to favor promotion. The third section covers appointment procedures. It examines teachers' experiences, opinions, and issues. Section 4 looks at satisfactions and dissatisfactions with a teaching career. The last section is concerned with teachers' aspirations and expectations and summarizes the findings of this research. (PB)

ED 107 622 SP 009 245

Hursh, Hilda Bengtson And Others
A Pilot Project to Examine Whether Teachers "Turn On" Only When Observers Are Present.
Pub Date Aug 74

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (82nd, New Orleans, Louisiana, August 30-September 3, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Behavior Change, *Classroom Observation Techniques, *Observation, Preschool Children, *Teacher Behavior, Teacher Education, *Teacher Evaluation, Teachers

Identifiers—Body Contact, *Observer Presence

This report examined the effect of observer presence and absence on teacher behavior in the classroom. The study involved two undergraduate teachers in a preschool classroom serving eight children with special problems. Observations were made during a 45-minute work-play period when one of the teachers was in the play area. One observer recorded the teacher's behaviors behind a one-way mirror; the other observer was present in the classroom for 10 minutes of the 20-minute observation period. Records were kept continually throughout the play period by the observer behind the glass. In this study, physical contact was the teacher behavior observed, and was noted under one of the following categories: (a) teacher physical contact to appropriate child behavior, and (b) teacher physical contact to inappropriate child behavior. When the teachers were asked to increase physical contact with the children, the results showed that teachers carried out the request more when the observer was present than when absent. (A list of references and a set of tables indicating the sequence of experimental conditions and percentage of physical contact are included.) (JS)

ED 107 623 SP 009 246

McKee, Helen C. And Others
Hamburg Center Intern Follow-Up.

State Univ. of New York, Fredonia. Coll. at Fredonia. Teacher Education Research Center.
Note—29p.; For related document, see SP 009 264

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Follow Up Studies, Job Market, *Performance Based Teacher Education, Program Evaluation, Questionnaires, Student Opinion, *Student Reaction, *Student Teachers, Teacher Background, *Teacher Centers, *Teacher Interns

This study presents an evaluation by student teachers of a one-year internship program initiated in 1972 in the Hamburg central school system. The Teacher Education Research Center (TERC) program was field-centered and competency-based, and provided the opportunity to develop teaching competencies in 12 categories. The evaluation instrument was designed to determine the effects of the program on the attitudes, academic backgrounds, employment prospects, and professional growth of interns. The four-part questionnaire covered the following topics: (a) college-related information, (b) TERC-related information, (c) employment information, and (d) personal comments. Each section is individually presented and the results examined. Section 1 lists colleges attended by the interns, areas of study, and reasons for choosing the TERC program. Section 2 focuses on TERC activities and how they were rated by the interns on a three-point scale. Section 3 discusses student use of the placement office and job opportunities. Section 4 presents comments by the interns on the program, teaching methods, and faculty. (Appendixes include a listing of colleges attended by interns, teaching assignments, and a sample questionnaire.) (Author/JS)

ED 107 624 SP 009 247

Hersh, Pamela J.
Pertinent Data Bulletin 1974-1975; Individually Guided Education/Multi-Unit Schools.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.
Pub Date Jan 75

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Directories, *Elementary Schools, Elementary Secondary Education, *Individual-

ized Instruction, *Individualized Programs, *Multinational Schools, *Secondary Schools, State Surveys

Identifiers—*New Jersey

This bulletin represents an effort by the New Careers in Education Project to facilitate the exchange of data among the New Jersey schools implementing individually guided education (IGE). The bulletin is organized into three sections. The first is an alphabetical listing of all IGE schools in New Jersey, followed by the school's code number. The second section is a chart containing pertinent data from the schools which submitted information by December 1, 1974, preceded by a key of symbols used in the chart. The data include general organization, unit information, curriculum, concepts, and materials. The third section is a numerical listing of IGE schools according to code number. This listing gives the school's county and district; the superintendent's name, address, and phone number; the school's name, address, and phone number; and the names of the school's secretary and principal. (Author/PB)

ED 107 625 SP 009 248

Straub, William F. And Others

Lifetime Sports Instruction Offered to Pupils in New York State Public Secondary Schools.

Pub Date Mar 75

Note—8p; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Athletic Programs, *Athletics, Groups, Junior High Schools, *Physical Education, Recreational Activities, *Secondary Education, State Programs

Identifiers—Badminton, Bowling, Lifetime Sports, *New York

This study was developed to determine if changes in the extent of lifetime sports instruction had taken place in New York State secondary schools since 1967. The subjects of this study were 530 randomly selected New York State secondary schools. Schools were classified into the following three levels according to the number of pupils in grades 7-12: (a) small schools had a pupil population of under 300; (b) medium schools ranged in size from 300-999 pupils; and (c) large schools had 1,000 or more pupils. The sample consisted of one-third of the schools from each of the three classifications, and data was collected through the use of a questionnaire. Initial mailing and three followup letters produced a return of 83 percent. The results show that the instructional offerings in the lifetime sports of golf, tennis, bowling, and badminton have declined significantly since 1967. Although some of the differences in instructional offerings between 1967 and 1974 may have resulted from sampling variations, it can still be concluded that lifetime sports programs are not any better than they were in 1967. These data suggest that physical education teachers and administrators are not, generally speaking, preparing their pupils well for adult participation in lifetime sports. (Author/JS)

ED 107 626 SP 009 249

Roberts, Thomas Bradford Clark, Frances Vaughan

Transpersonal Psychology in Education.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

Pub Date 75

Note—36p.

Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana 47401 (\$0.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Creative Development, Education, Educational Innovation, *Educational Psychology, *Psychology, Self Concept, *Self Congruence

Identifiers—*Transpersonal Psychology

The introduction to this booklet states that transpersonal psychology focuses attention on the human capacity for self-transcendence as well as self-realization, and is concerned with the optimum development of consciousness. This booklet attempts to illustrate the value of this psychology in education, not as a complete substitute for traditional educational psychologies,

but working in conjunction with them. The first section, "Current Classroom Application," discusses the following ways of shifting the focus from external to internal awareness: relaxation and concentration, guided fantasy, and creativity. Section 2, "Altered States of Consciousness," stresses that open discussion of altered states of consciousness can inform students of ways of exploring and controlling consciousness without the use of drugs. Discussed in this section are dreams, meditation centering, biofeedback, parapsychology, spirituality, and growth potential. The final section, "Future Trends and Implications," highlights possibilities for transpersonal psychology in research, teacher education, and philosophy. (JA)

ED 107 627 SP 009 250

Murphy, William F.

Class Size and Teacher Load.

New England School Development Council, Newton, Mass.

Pub Date Apr 75

Note—69p.

Available from—New England School Development Council, 55 Chapel Street, Newton, Massachusetts 02160 (\$3.00)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Academic Achievement, *Class Size, *Literature Reviews, State Legislation, *Teaching Load, *Teaching Procedures

Identifiers—*Connecticut

This review of research on class size is organized into two parts. Part 1 presents a summary list of true statements with respect to the central topic of this study. The statements are divided into three sections: (a) class size and pupil achievement, (b) class size and teaching procedures, and (c) teacher load. Some statements can be accepted as facts; others should be considered as contentions, not well supported by research or by any consensus in the literature. It is noted in part 1 whether the statement is being presented as a fact or contention; each statement is accompanied by references to part 2, where support for the statement can be found. Part 2 contains an analysis of the research on (a) terms and definitions in this area, (b) findings with respect to class size and pupil achievement, (c) studies of class size and teaching processes, (d) teacher load and its relationship to instruction, and (e) the law and contractual precedents on this issue in the state of Connecticut. (Author/JA)

ED 107 628 SP 009 251

Yiannakis, Andrew

Birth Order and Preference for Dangerous Sports Among Males.

Pub Date 75

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Athletics, *Birth Order, Fear, *Individual Characteristics, Males, *Physical Activities

This study investigated the relationship of birth order to three conditions in which the severity of sustained injury tends to increase: (a) individual contact sports, (b) team contact sports, and (c) individual noncontact sports. Operating on the assumption that each of these conditions generated progressively greater degrees of fear regarding personal injury or death, the following hypotheses were advanced: (a) firstborn males are likely to indicate a lower preference for all three conditions of dangerous sports than later-born males, and (b) as each condition becomes progressively more dangerous, there is a correspondingly greater difference between firstborn and later-born preference. The subjects of the study were 67 firstborn and 99 later-born male college students. They were compared on their preference for participation in such sports as judo, football, lacrosse, sky diving, ski jumping, and motorcycle racing, among others. The results indicated that in general, firstborns were more likely to avoid dangerous sports than later-borns. The greatest discrimination was found in those sports in which the severity of physical injury is perceived to be high and the opportunity to attain a measure of security and peer support under stress is perceived to be low. (A list of references is included.) (Author/JS)

ED 107 629 95 SP 009 252

Winne, Philip H.

A Critical Review of Experimental Studies of Teacher Questions and Student Achievement.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [75]

Contract—NE-C-00-3-0061

Note—21p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Affective Behavior, *Educational Experiments, Educational Research, Literature Reviews, Questioning Techniques, Research Design, Research Methodology, *Research Problems, *Teacher Influence, *Teaching

The purpose of this paper is to summarize and evaluate experiments which examined the effects of teacher questions on student achievement. The studies reviewed are of two types: (a) training experiments, in which the independent variable is teacher training; and (b) skills experiments, in which the frequency and manner of use of a teaching skill is prescribed by the experimenter. The first section of this paper presents brief overviews of both training and skills experiments. Each overview lists (a) grade, (b) subject, (c) independent variable, (d) dependent measure, (e) teaching time, (f) analysis and results, (g) comments, and (h) conclusions. The second section discusses the experiments and presents suggestions for improving the quality of research on teaching. These suggestions include the following areas: (a) reporting the study, (b) design, (c) analysis, (d) dependent measures, and (e) general questions of method. The last section presents conclusions gathered from the studies reviewed and warns of misleading research supported by superficial claims of valid methodology. (PB)

ED 107 630 SP 009 255

Beal, Jack L. And Others

A Comparison of Participant Performance and Attitudes in Two Teacher Preparation Patterns.

Washington Univ., Seattle. Coll. of Education.

Pub Date Mar 75

Note—51p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Academic Achievement, Comparative Analysis, Course Evaluation, Evaluation Methods, *Student Teaching, Teacher Attitudes, *Teacher Education, *Teacher Education Curriculum, *Teacher Evaluation

Identifiers—*Washington University

This report evaluates the effectiveness of two teacher preparation patterns. Pattern A students take specified professional coursework followed by a one-quarter, full-time teaching practicum. Pattern B students spend multiple quarters in a classroom under guidance while engaged in professional coursework. A formal assessment of teaching performance and attitudes of participants included (a) internal evaluations which examined a pattern in terms of its own stated objectives; and (b) external evaluations which compared a pattern with some outside criterion. Internal evaluations so far have taken the form of individual research projects and dissertations by graduate students. In order to obtain information pertinent to an external examination of both preparation patterns, a questionnaire was employed to evaluate all students in both programs. Based on a five-point scale, the instrument measured 11 categories of teaching effectiveness. The categories can be broadly grouped as follows: (a) professional and personal, (b) instructional preparation, (c) instructional implementation, and (d) instructional evaluation. (The study offers a section on each of the following: (a) description of the evaluation; (b) review of related studies; (c) data analysis; and (d) summary, conclusions, and recommendations. References, and appendices including samples of the evaluation instruments, are included.) (JS)

ED 107 631 SP 009 256

Kyle, George M., Ed.

Bicycling and Hostels.

Bureau of Outdoor Recreation (Dept. of Interior), Washington, D.C.

Pub Date 74

Note—51p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.10)

Journal CIt—Outdoor Recreation Action; n34 Win 1974

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Housing, *Physical Activities, Physical Fitness, Physical Recreation Programs, *Recreational Activities, Recreational Facilities, *Tourism, *Trails

Identifiers—*Bicycling, Hostels

This collection of articles focuses on bicycling and hosting as important recreational activities that can (a) help conserve energy, (b) benefit the economy offering a low-cost pastime, and (c) stimulate foreign travel to the U.S. Articles include the following: (a) "Bicycling and Hosting—An American Partnership," (b) "The Return of the Bicycle," (c) "Hosteling in America Today," (d) "The User's Role in Bikeway Planning," (e) "Bikecentennial—Pioneering the first Trans-America Bicycle Trail," (f) "Planning for Bikeways," (g) "Federal Highway Bicycling Programs," (h) "Bike Trip Routing," (i) "Bicycle Security—A New Industry," (j) "A Northeastern Seaboard Bicycle Trail Concept," (k) "Pacific Coast Bicycle/Hostel Route," (l) "Developing a Regional Bikeway System: A Lake Central Region Workshop," (m) "A Green Light for Hostels in California," (n) "Virginia-Delaware Corridor Study," (o) "Progress on the Wisconsin Bikeway System," (p) "The Fairfax County, Va., Trail Program," (q) "BART/TRAILS: A Study," (r) "Cycling and Hosteling around the Nation," and (s) "Bibliography of Recent Bicycling and Hosting Publications." (JS)

ED 107 632 SP 009 257
Idea Identified and Distributed through Project IDEA.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.
Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Adapted Physical Education, Athletic Equipment, *Athletic Programs, *Athletics, Course Evaluation, Curriculum, *Physical Education, Physical Fitness, Scheduling

Identifiers—*Project IDEA

This document contains ideas on a variety of subjects directed at the physical educator. The work was compiled by Project IDEA (Identify, Distribute, Exchange for Action). Topics include the following: (a) scheduling, (b) curriculum, (c) games, (d) specific courses, (e) life sports, (f) fitness, (g) adaptive Physical Education, (h) course methods, (i) evaluation, (j) student leaders, (k) intramurals, (l) stimulating program interest, and (m) equipment. Under these groupings, ideas are listed as well as the names and addresses of individuals who will either (a) make presentations, (b) welcome visitors, (c) distribute materials, or (d) write articles. A Project IDEA identification form is also included. (JS)

ED 107 633 SP 009 258

Lersten, Ken
Aging and Motor Skill: A Research Frontier.

Pub Date Mar 74

Note—18p.; Paper presented at the Annual Meeting of the North American Society for the Psychology of Sport and Physical Activity (Anaheim, California, March 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Human Body, *Literature Reviews, Motor Reactions, *Older Adults, Physical Fitness, *Psychomotor Skills, *Research Needs

This report reviews research which characterizes the motor skill capacity of older persons, 50 years of age and beyond. Research dealing with sensory-motor systems, memory, and practice factors receives major attention. Suggestions for future research include the following: (a) social psychological parameters which contribute to motor learning and performance difficulties; (b) changes with age of vision, taste, smell, pain, and touch, and whether they are peripheral or central; (c) the notion of "slowing" as a theory; and (d) receptor and translation difficulties in motor tasks. According to the study, aging is a research frontier which has great promise for a deeper understanding of motor skills throughout the life span. So far, the motor learning literature of

physical education is nearly devoid of such work, and it seems that research has totally neglected the latter half of the life span of humans. (JS)

ED 107 634 SP 009 259

Gale, James B.

Effects of Fixatives and Buffers upon the Morphology of Heart and Skeletal Muscle Mitochondria from Exhausted Rats.

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Biochemistry, *Chemical Reactions, *Fatigue (Biology), Metabolism, Physiology, *Rats

Identifiers—*Mitochondria

This study describes the effects of several fixatives and buffers on the morphology of mitochondria from resting and exhausted rats. Rats were run to exhaustion and adjacent portions from the left ventricle or from the soleus were treated with the following fixation procedures: (a) glutaraldehyde buffered with cacodylate, S-collidine, or phosphate and postfixed in osmium tetroxide; or (b) osmium tetroxide (as a primary fixative) buffered with cacodylate, veronal acetate, S-collidine, or phosphate or veronal acetate-Ringers with varying concentrations of Ca²⁺ ions (dicalcium ion with a plus-one charge). Mitochondria disruption was absent in all tissues prepared in buffered glutaraldehyde solutions. Mitochondria swelling, following exhaustive exercise, occurred in all of the buffered osmium solutions which did not contain Ca²⁺. It has been found that the degree of mitochondria swelling following exhaustive exercise was inversely related to the concentration of Ca²⁺. In this study, the presence of Ca²⁺ in fixatives for muscles from resting or only moderately exercised rats produced mitochondria swelling. (Figures describing fixative mixtures and their effects upon mitochondria are included.) (Author/JS)

ED 107 635 SP 009 260

Leaf, Carol Ann

History of the American Academy of Physical Education: 1950-1970.

Pub Date Apr 75

Note—9p.; Paper presented at the Annual Meeting of the Southwest District of the American Alliance for Health, Physical Education, and Recreation (41st, Albuquerque, New Mexico, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Educational History, Health, Historical Reviews, *Organizations (Groups), *Physical Education, *Professional Associations, Recreation, *Summative Evaluation

Identifiers—*American Academy of Physical Education

This paper examines the history of the American Academy of Physical Education from 1950 to 1970. The following areas are covered: the extent to which (a) the health and recreation professions were incorporated into academy functions; (b) the academy had worked jointly with other professional organizations on research, projects, and publications; (c) the academy influenced physical education and related areas through leadership and scholarly pursuits, academy issues, projects, and research; (d) the academy influenced the worldwide physical education profession through affiliation with other national and international organizations; (e) academy membership included persons in physical education, health, and recreation; (f) academy fellows participated in fulfilling the academy's purposes; (g) academy committees were composed of elected or appointed fellows who could best serve in that capacity; and (h) decision-making on academy business was completed only during the annual meeting. Recommendations are included which were formulated after examination of the results of the study. (PB)

ED 107 636 SP 009 261

Corbin, Charles B.

Attitudes Toward Physical Activity of Champion Women Basketball Players.

Pub Date Apr 75

Note—13p.; Paper presented to the research section of the Central District Meeting of the American Alliance for Health, Physical Education, and Recreation (Kansas City, Kansas, April 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Athletes, *Athletics, *Attitudes, Attitude Tests, Catharsis, Exercise (Physiology), Females, Motivation, *Physical Activities, Physical Fitness, Self Control, *Womens Athletics

Identifiers—*Basketball

This study was undertaken to determine which attitudes were central to the motivation of women involved in championship basketball competition. Seventy-five women members of teams represented in national basketball championships served as subjects for this experiment. In addition, a control group of 212 women was randomly selected from physical education classes required of all first-year students at Kansas State University. All subjects were administered the Kenyon Attitude Toward Physical Activity Scale. This scale includes the following six subdomains: (a) social experience, (b) health and fitness, (c) pursuit of vertigo, (d) aesthetic experience, (e) catharsis, and (f) ascetic experience. Information was also obtained on the player's position on the team, her classification as starting or reserve, and her team's rating. The strongest motive for participation expressed by the athletes was the ascetic. The aesthetic experience was least dominant. Athletes differed from nonathletes on the ascetic, aesthetic, and catharsis subscales. The most striking difference was in ascetic attitudes, where athletes had a much higher score. Athletes also scored higher on the catharsis scale. The only scale on which nonathletes scored higher than athletes was the aesthetic scale. There were no significant differences in attitude when position, classification, and rating were considered. (PB)

ED 107 637 SP 009 262

Liemoen, Wendell

Rhythm and Motor Ability in Developmentally Disabled Children.

Pub Date Mar 75

Note—11p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (Atlantic City, New Jersey, March 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Developmental Tasks, *Educable Mentally Handicapped, *Emotionally Disturbed Children, Motor Development, *Perceptual Motor Coordination, *Physically Handicapped, *Psychomotor Skills

Identifiers—*Arrhythmicity

The purpose of this study was to investigate the relationship between a developmentally disabled child's ability to perform (a) a simple rhythmic task, and (b) a series of gross and fine motor tasks. The subjects of this study were 77 boys aged 65 months (5.416 years) to 174 months (14.5 years). All were classified as educable mentally retarded, emotionally disturbed, and/or developmentally disabled. In addition, some of these children were believed to have minimal brain dysfunction or damage. The motor tests used in the comparison were (a) developmental test of visual-motor integration; (b) hopping right foot; (c) hopping left foot; (d) hop two right foot, two left, plus hop two left foot, two right; (e) body perception; (f) locomotor agility; and (g) standing broad jump. The rhythmic test required the subject to tap with a rhythmic signal from a metronome with a visible oscillating pendulum. The highest coefficients were between the rhythmic tests and the developmental test of visual-motor integration, while the lowest were between rhythmic ability scores and (a) body perception, and (b) standing broad jump scores. Results of comparisons suggest that temporal perception and rhythmic expression are related to certain motor abilities in exceptional children. (PB)

ED 107 638 SP 009 263

Williams, Hill, Jr. Evans, Mel

The Effects of High Intensity Exercise on Overall Leg Strength of Non-Sickle-Cell-Trait and Sickle-Cell-Trait Individuals.

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Anemia, *Exercise (Physiology), Individual Characteristics, *Muscular Strength, *Physical Fitness

Identifiers—Leg Strength, *Sickle Cell Trait

The purpose of this study was to determine if there was any significant difference in overall leg strength gains in individuals with sickle-cell-trait

as compared to non-sickle-cell-trait individuals, as measured by the leg dynamometer. Twenty black male first-year college students were used in this study. The subjects were divided into a control group which was randomly assigned and an experimental group assigned on the basis of sickle-cell test results. The subjects were pretested for overall leg strength. Both groups then followed the same exercise program three days a week for an eight-week period. All exercise periods consisted of five minutes. On completion of the exercise program, a posttest was administered to both groups. Both a t-test and a Mann-Whitney U-test were used to test the hypothesis. Results indicated that high intensity exercise had no more effect on overall strength gained in the legs of non-sickle-cell-trait than on sickle-cell-trait individuals. (Author/PB)

ED 107 639 SP 009 264

McKee, Helen C. And Others
Hamburg Center Intern Follow-Up. Second Year, 1974.

State Univ. of New York, Fredonia. Coll. at Fredonia. Teacher Education Research Center. Pub Date Dec 74
Note—29p.; For related document, see SP 009 246

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Followup Studies, Internship Programs, *Performance Based Teacher Education, Questionnaires, *Student Reaction, Teacher Education, *Teacher Interns
Identifiers—*State University of New York at Fredonia

This report presents results of a questionnaire given to students involved in the competency-based teacher education program of the Hamburg central schools and SUNY at Fredonia. The program involves (a) the teaching of methods courses on-site, and (b) providing an opportunity for interns to blend theory into practice during a full-year internship. A four-part questionnaire designed to gain insights into the reactions of interns and elicit their recommendations for change was sent to each student. The results of each section are examined separately in the report. Section 1 focuses on colleges attended, academic honors, Hamburg Teacher Education Research Center (TERC) information sources, interview schedules, employment leads, and interaction with placement center personnel. Section 2 presents intern reactions to the coordination of activities of intern relationships with cooperating teachers and college staff. Section 3 discusses intern reactions to TERC-related experiences. Section 4 summarizes participant comments. A chapter on intern employment opportunities, and appendixes concerning intern information, colleges attended, and employment status are included. (Author/JS)

ED 107 640 SP 009 265

Hellison, Don Siedentop, Daryl
Humanism and Behaviorism in Physical Education; A Dialogue.
Pub Date Mar 74

Note—29p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, and Recreation (Anaheim, California, March 1974)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Behavior, *Behavioral Sciences, *Humanism, *Humanistic Education, *Physical Education, Self Concept, Self Congruence, Stimulus Behavior, Student Teacher Relationship

Identifiers—Behaviorism

This paper is the record of a debate between Don Hellison, representing "humanism" in physical education, and Daryl Siedentop, representing "behaviorism." The paper contains a statement from each speaker, followed by each man's rebuttal. In his first statement, Hellison presents his image of humanity, emphasizing the human need to feel competent, develop a subjective belief system, and be consciously self-aware in a manner which is both reflexive and creative. Hellison contends that, translated into practice, the self-reflexive capacity of humans requires exposure, self-awareness education, and choice. Siedentop, replying to Hellison, disagrees that values arise spontaneously from within as an expression of the individual's inner nature. He contends that all behavior is determined, but need

not be determined by coercive forces. Arguing that Hellison is implying that the quest for the growing competence of the individual cannot be accomplished through behavioral techniques, Siedentop outlines research at Ohio State University which concerns teaching preservice educators how to maximize student learning probabilities in a loving manner beneficial to student growth and development. In their rebuttals, Hellison embellishes on his remarks about self-control and Siedentop tries to define the difference between their opposing views. (JA)

ED 107 641 SP 009 266

Alvir, Howard P.
Writing Performance/Behavioral Objectives After Teaching with Them.

FILMS, Albany, N.Y.
Pub Date 12 May 75
Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavioral Objectives, Career Education, *Inservice Teacher Education, *Institutes (Training Programs), Leadership Training, *Performance Criteria, Teacher Attitudes, *Teaching Experience, Vocational Education Teachers

This paper reports on the first of four phases of a training session, involving 26 occupational teachers, which proposed to devise guidelines for local leadership. Leadership was conceived as the ability to teach others so that they could teach themselves in a minimum period of time. The local aspect of this leadership was interpreted to mean that each teacher would teach herself or himself, as well as colleagues and students, in such a way as to provide for immediate feedback. Each phase consisted of the following six steps: (a) the author gave an example based on his experience working with teachers interested in using better objectives and test items; (b) at least five participants reacted to (a) by citing a similar example based on their own experience; (c) one or two of these group-generated examples were analyzed in order to specify implications for instructional and learning objectives; (d) the examples were analyzed in order to explain the implications for diagnostic and mastery test items; (e) the same examples were further analyzed in order to develop a variety of alternatives useful for attaining the preceding objectives as measured by the preceding test items; and (f) when the time allotted to the phase was up, each of the preceding five steps was summarized into one practical conclusion that could be accepted by the majority of the group. (Author/PB)

ED 107 642 SP 009 267

Alvir, Howard P.
An Information Systems' Approach to Higher Education and Post-Secondary Degrees.

FILMS, Albany, N.Y.
Pub Date 12 May 75
Note—19p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Graduate Study, Higher Education, Inservice Teacher Education, *Masters Degrees, Performance Specifications, Postsecondary Education, *Systems Approach, *Teacher Education, *Teachers, Teaching Experience

This paper contains eight components and is modular in the sense that it can be taken as a whole or in part. The first section is a pretest which attempts to analyze some measurable dimensions of a master's degree. The second section is a short presentation which shows how education must stress the affective and attitude dimensions of learning. Diagrams presented in the third section demonstrate the differences between two approaches to attaining performance objectives. The fourth section is a short test designed to show the difference between an enthusiastic and an unenthusiastic teacher. The fifth section is an attempt to make the teacher in higher education think of learner benefits that are a direct result of higher education. Selecting the best (although not necessarily the most qualified) student for entry into a master's program is illustrated in the sixth section. The seventh section attempts to point out the absurdity of certain educational philosophical positions if carried to the extreme, and the last section is a posttest intended to measure the gains score of the reader as a result of studying this document. (PB)

ED 107 643 95 SP 009 268

Young, Kenneth E. And Others
Accreditation Issues in Teacher Education. SCIP

No. 1.
ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date Jul 75

Note—31p.

Available from—SCIPS, ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 (1-9 copies, \$0.50 ea.; 10-99 copies, \$0.45 ea.; 100-999 copies, \$0.40 ea.; and 1000 or more copies, \$0.35 ea.)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Accreditation (Institutions), Educational Trends, Federal Government, Higher Education, Opinions, Professional Associations, Role Perception, State Departments of Education, Teacher Associations, *Teacher Education

This booklet presents a collection of essays on issues in accreditation of teacher education. Each author presents the perspective of his or her particular interest group. Kenneth E. Young, of The Council on Postsecondary Accreditation provides a historical review of past issues and current developments. Frederick R. Cyphert and Nancy Lusk Zimpher, of The Ohio State University, present the higher education perspective and touch on the following topics: Who should be involved in the accreditation process? Should accreditation be prescriptive or descriptive? Should accreditation be mandatory or voluntary? John R. Proffitt, of the U.S. Office of Education, offers the federal perspective and discusses the relationship between the federal government and private accrediting agencies and related issues. Margaret Knispel, of the National Education Association, deals with the rationale for including teachers in accreditation of teacher education. She discusses the desirability of voluntary versus mandatory systems, improvement of current processes and standards, financing, role of the public, and emerging trends. Sidney Simandle, director of teacher education and certification within the Kentucky State Department of Education, poses relevant questions concerning the roles of state legal agencies, teacher education institutions, local school districts, professional organizations, and the National Council for Accreditation of Teacher Education. (JA)

ED 107 644 95 SP 009 269

Schmidt, Nancy J.
African Outreach Workshop 1974.

Illinois Univ., Urbana.
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 75
Grant—OEG-074-0354

Note—69p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*African Culture, *African History, *Curriculum Development, Elementary Education, Instructional Materials, Program Evaluation, Secondary Education, *Teacher Workshops

Identifiers—*Africa

This report discusses the 1974 African Outreach Workshop planned and coordinated by the African Studies Program at the University of Illinois at Urbana-Champaign. Its major aim was to assist teachers in developing curriculum units on African using materials available in their local community. A second aim was for the African Studies Program to serve the community outside the University by making available accurate and comprehensive knowledge on Africa and Africans. Part 1 of the report discusses the organization of the workshop and its general impact during the following school year. Part 2 presents curriculum materials developed for three schools during the workshop and editorial comments on the implementation of the curricula during the period of the workshop and the following year. Sample materials include the following: (a) Africa: Operation Exposure, A Mini-Unit; (b) African Masks, An Art Unit; (c) A Unit on African Culture for Grades 2 and 4; (d) Sixth Grade Africa Unit Related to the Taba Curriculum; and (e) A Curriculum Outline for Studying About Africa in Elementary Schools. (Appendixes)

178 Document Resumes

dixes listing workshop participants and materials distributed are included.) (Author/JS)

ED 107 645 SP 009 270

Casteel, J. Doyle Gregory, John W.
A Cluster of Technical Teaching Skills—Acquisition through Microsimulation and Evaluation through Microteaching.

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Pub Date Jun 75

Note—45p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Evaluation, *Microteaching, Preservice Education, Simulation, *Skill Development, Teacher Education, *Teaching Skills Identifiers—*Microsimulation

This study was designed to investigate the degree to which skills may be learned and practiced through microsimulation and then used under microteaching conditions. This investigation was conducted to determine the following: (a) if preservice teachers who have acquired and practiced complex teaching skills through microsimulation employ these skills when placed in a microteaching situation, and (b) if these acquired skills are used functionally. Subjects for the study were 12 preservice social studies teachers. Results of the investigation indicate that those subjects who participated in this study employed four moves they practiced in a microsimulation setting in a microteaching situation. The practice moves include the following: (a) structuring moves, which provide a context within which discussion is to be focused; (b) conditional moves, involving a given premise and a following consequence; (c) wait-time moves, involving teacher utilization of silence; and (d) indicative moves, involving teacher responses which relate directly to student utterances. Eight variables were used to compare the first microsimulation with the microteaching situation. Subjects changed significantly from pretest to posttest on all variables in the directions hypothesized. The results also indicated that teachers may acquire, practice, and learn to use a cluster of technical teaching skills functionally through microsimulations of teaching. (Author/JS)

ED 107 646 SP 009 271

Watson, Edward D.

An Investigation of the Effects of a Graduate Course on the Modification of Teacher Behavior.

Pub Date [74]

Note—8p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Affective Behavior, Behavioral Objectives, *Behavior Change, Children, Cognitive Development, Graduate Study, Inservice Teacher Education, *Interaction, Interaction Process Analysis, *Questioning Techniques, *Teacher Behavior

The purpose of this study was to state several desired teacher behaviors relative to the development of cognitive skills in young children and to determine the extent to which those behaviors could be achieved. The study involved 16 students in a graduate course, all of whom were currently or had been teachers. Each graduate student recorded a lesson conducted with children on audio cassette tape both before the first class and after completing 14 weeks of instruction in the course. Interaction forms were used to analyze teacher behaviors on the tapes. The results of the interaction forms were compared with respect to each of the following variables: (a) teacher telling vs. teacher asking, (b) use of open questions vs. closed questions, (c) student inferences and support for student inferences, and (d) ratio of teacher talk to student talk. Results showed that the course produced significant increases in (a) the amount of teacher questioning, (b) teacher use of open-ended questions, and (c) causing students to make and support inferences; and significant decreases in teacher telling and teacher use of closed questions. There was no significant difference in the effort to sustain a two-to-one ratio of student talk to teacher talk. (PB)

ED 107 647 SP 009 272

Marks, Merle B.

The State of the Thought.

California Council on Teacher Education, Sacramento.

Pub Date 75

Note—11p.; Resume of a speech presented to delegates of the Spring Conference of the California Council on the Education of Teachers (1975)

Journal Cit—California Council on the Education of Teachers Newsletter; June 1975

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Decision Making, Educational Change, *Futures (of Society), Higher Education, *Opinions, *Planning, Professional Associations, State Agencies, State Surveys, *Teacher Education

Identifiers—*California

The California Council on the Education of Teachers (CCET) is developing goals for a five-year plan of action. To facilitate planning, a survey was conducted to obtain ideas of CCET delegates from California's accredited institutions of higher education, public agencies, and professional organizations. The survey first asked individuals to list events they believed would take place during the next 5-10 years or later, which they thought could affect teacher education in California. The several hundred suggested events were condensed to 77 statements, for which the respondents were then asked to (a) indicate the date when the event was most likely to begin to have a noticeable impact, and (b) estimate the intensity of the effect. A total of 28 events which respondents believed would occur by 1980, and which would have a high positive or extreme negative impact, were selected for further attention. (This paper lists the 28 events and a few more distant events which need to be kept in mind.) These events were presented to small groups of delegates at the 1975 spring conference. The delegates compiled suggestions regarding each event's consequences for teacher education and the action/strategy which CCET should take to enhance the positive or inhibit the negative effect of each. These suggestions and ideas will be organized and integrated into CCET's five-year plan. (PB)

ED 107 648 SP 009 273

Alvir, Howard P.

Thirteen Alternative Learning Environments That Can Be Used to Evaluate the Impact of Teacher Inservice Workshops on Documented Learner Benefits.

FILMS, Albany, N.Y.

Pub Date 9 Jun 75

Note—15p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Achievement Gains, Affective Behavior, *Evaluation Methods, *Inservice Teacher Education, Learning, Program Effectiveness, *Program Evaluation, Students, *Teacher Workshops

This catalog, intended for inservice program directors, describes a large number of activities for evaluating the impact of teacher inservice workshops on learner gains. The first description explains how to provide an activity-by-activity evaluation measure that identifies objectives, time period, resources, personnel, and success of outcome. The second describes how to identify positive and negative factors through an overview of the program. The third advises project directors to become aware of current literature on management and leadership by objectives. The fourth examines the problem of motivating all participants in an inservice program to strive toward new professional competency. The fifth considers the importance of being able to count visible and measurable success. The sixth looks at what can be done to prepare for local implementation difficulties. The seventh discusses followup evaluation instruments. The eighth describes how to develop an instrument to determine the competence level of participants at the beginning of the workshop in relation to the workshop's objectives. The ninth discusses participants' comments on and responses to the workshop. The tenth explains that the objectives proposed for the workshop should be realistic. The eleventh stresses the importance of considering what the participants want; and the last description emphasizes the fact that this catalog is not a blueprint telling the director exactly what to do, but a list of alternatives. (PB)

ED 107 649 SP 009 275

Shepardson, Richard D.

Praise and Criticism—A Sticky Issue.

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Classroom Communication, *Interaction, *Interaction Process Analysis, Student Behavior, Student Participation, *Student Teacher Relationship, Teacher Behavior, *Teacher Influence, *Teacher Response, Teaching Styles

Identifiers—Criticism, *Praise

This study used a classroom interaction system to code three 20-minute episodes in each of 40 elementary classrooms. The procedure was followed in October and again in May. An analysis was made to investigate the relationships between aspects of teacher praise and student participation in classroom discussions. Findings indicated that (a) praise has a differential effect across children, (b) specific praise has a greater positive effect than stereotyped praise, (c) the effect of praise drops as the year progresses, and (d) the effect of mild criticism increases as the year progresses. (PB)

ED 107 650 SP 009 276

LaPorte, Diane Howard LaPorte, Ronald E.

The Dynamics of Curriculum Revision.

Note—14p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Administrator Role, *Change Agents, *Curriculum Development, *Curriculum Evaluation, *Curriculum Planning, Evaluation Methods, Principals, Public Schools, *School Districts, School Surveys, Suburban Schools, Teacher Role

Identifiers—New York, Pennsylvania

This research study was undertaken in order to understand the dynamics of curriculum revision. The study examines reasons for change, persons involved in revision, frequency of revision, ways of evaluating a revised curriculum, and consistency of revision processes across school districts. Information was obtained through surveys distributed to suburban school districts in New York and Pennsylvania. Results indicate that (a) the most important planners and initiators of curriculum change are the teachers and principals, while the state has some control, and the student role is minimal; (b) no two schools use the same evaluation methods or have the same philosophy for what might be the most effective means of evaluation; (c) school districts are not satisfied with their current means of evaluation; and (d) curriculum revision occurs in a helter-skelter fashion and does not cross school districts. It is suggested that with increased state control and organization, the school districts could retain the flexibility they desire while improving the development and effectiveness of their curricula. (PB)

ED 107 651 SP 009 277

Atkin, J. Myron And Others

New Patterns of Teacher Education and Tasks; Country Experience, United States.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 74

Note—158p.; For related documents, see SP 009 225, 278 and 279

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$6.00)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Behavior Patterns, Educational Administration, *Educational Finance, *Educational Innovation, *Educational Trends, Inservice Teacher Education, Preservice Education, *Teacher Education, Teacher Role, Teachers

Identifiers—*United States

This document contains three research reports dealing with teacher education in the U.S. "Changing Patterns of Teacher Education," by Atkin and Rath, attempts to (a) highlight innovative trends in preservice and inservice training; (b) outline relevant political, economic, and social factors; and (c) identify resulting policy issues. "The Effect of Innovations on Staffing Patterns and Teacher Roles," by Hyer and McClure, discusses 14 innovative practices now being used. The paper focuses on (a) rationale for adoption; (b) changes which resulted in instructional strategies; (c) teacher tasks and staffing patterns; (d) changes in resources; (e) use of technology and building design; (f) capital and operating costs; and (g) evaluation. "Staffing Patterns and Costs in Alternative Educational Futures," by Kiesling,

discusses four promising educational practices that may be available by the 1980s. The first section of this paper discusses likely ramifications of present-day educational innovations. Section two presents four types of future schools which are suggested by present reforms. Section three illustrates staffing and cost ramifications and estimates. The appendix is entitled "Individualization of Instruction and Educational Reform and Criticism." (JS)

ED 107 652 SP 009 279

Marklund, Sixten And Others
New Patterns of Teacher Education and Tasks; Country Experience. Sweden.
Organisation for Economic Cooperation and Development, Paris (France).
Pub Date 74

Note—169p.; For related documents, see SP 009 225, 227 and 278

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$6.50)

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Educational Change, Educational Innovation, *Educational Research, Educational Trends, Elementary Education, *Foreign Countries, Individualized Instruction, Regional Programs, Secondary Education, *Teacher Education, *Teacher Role, Teaching Conditions, Work Environment

This collection of three reports by Swedish educators deals with problems of educational change posed by new patterns of teacher education and tasks at primary and secondary levels. The reports are preceded by Marklund's introduction, "The Background to Questions Concerning New Patterns of Teacher Education and Tasks." The first report, "Research and Innovation in Teacher Education," by Marklund and Gran, focuses on the development of teacher education in Sweden after World War II, and how educational research has facilitated renewal and innovation. "The Working Conditions of Teachers: A Case Study," by Bodell, examines conditions in both old and new types of schools. The study resulted from a government survey to determine whether implementation of various reforms would increase the teacher's working time. "New Patterns of Teacher Tasks: A Report on Experience in the Malmo Region," by Rodhe and Gran, looks at regional activities aimed at combining individualization and social education to achieve the main objectives of education. This report reviews new patterns of teacher tasks, such as changes in personnel organization and role division within schools. (JS)

ED 107 653 SP 009 280

Participatory Planning in Education.
Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 74

Note—369p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$13.50)

EDRS Price MF-\$0.76 HC-\$18.40 PLUS POSTAGE

Descriptors—*Educational Coordination, Educational Needs, *Educational Planning, *Educational Policy, *Educational Strategies, Foreign Countries, Participation, School Planning

This three-part book is part of a series exploring educational policy planning, published by the Organisation for Economic Co-operation and Development (OECD) Education Committee. The articles in this collection, resulting from a January 1973 conference, focus on pedagogical and organizational dimensions. The first part of the book presents a review of the conference discussions, as well as its agenda and an orientation paper on participatory planning. Part two consists of papers which report experiments in participation and planning from the field, with examples ranging from specific institutions to the national level. The papers in part three, also based on fieldwork, emphasize conceptual developments which suggest how planning might be seen as a participatory process. (Author/PB)

ED 107 654 SP 009 281

Handbook on Curriculum Development.
Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 75

Note—181p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$7.00)

EDRS Price MF-\$0.76 HC-\$9.51 PLUS POSTAGE

Descriptors—*Curriculum Development, *Curriculum Problems, Educational Administration, *Educational Innovation, Educational Research, *Educational Trends, *Foreign Countries, Projects

This study examines current problems surrounding curriculum development in the classroom. Part one describes the state of the art in terms of definition, theory and practices, methods, types, and unresolved questions. Part two contains descriptions of the following 12 selected innovative projects: (a) "Learning Objectives for Vocational Schools: Austria," (b) "Conceptual Skills Programme: Canada," (c) "Indian Studies File: Canada," (d) "Biology at Lower Secondary Level: France," (e) "Physical Education and Sport: France," (f) "Elementary Maths 'alef': Germany," (g) "Religious Socialisation of Swedish Children: Sweden," (h) "Geography 14-18: United Kingdom," (i) "Humanities Project: United Kingdom," (j) "Science 5-13: United Kingdom," (k) "Aesthetic Education Programme: United States," and (l) "Modern Language Project: United States. Discussion of the projects is based on origin, purpose, focus, methodology, teacher role, nature and extent of innovation, linkages between projects and schools, and outcomes. Part three contains the following three reports concerned with administrative and social settings of curriculum development: (a) "An Austrian Case Study," (b) "Curriculum in Relation to Society: A Finnish View," and (c) "Reflections on Curriculum Change: An American View." Part four presents conclusions and makes recommendations for changes in classroom curriculum development. (JS)

ED 107 655 95 SP 009 282

Soper, Dorothy B.
ESEA, Title III Dissemination Program Evaluation Report, 1972-73, 1973-74. Sections I and II.
New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—133p.

EDRS Price MF-\$0.76 HC-\$6.97 PLUS POSTAGE

Descriptors—Academic Achievement, Educational Administration, Educational Programs, *Information Dissemination, Program Effectiveness, *Program Evaluation, *Projects, *School Districts, *State Departments of Education, State Programs

Identifiers—*New Jersey

This report evaluates the New Jersey ESEA Title III dissemination program during its first two years, 1972-74. Purposes of the program are to (a) determine if essential elements of successful education programs can be transferred from originating districts to adopter districts while yielding comparable student gains, and (b) provide educators with a way to meet local education needs by adopting or adapting one or more elements of these successful programs. Section one focuses on policy and procedures for program selection and dissemination. Dissemination is discussed in terms of: (a) producer-consumer agreements, (b) program staffing, (c) timing, (d) publishers, (e) incentive grants for adopter districts, (f) role of project staff as trainers, (g) publicity, (h) transfer of programs among districts, and (i) long-term dissemination. Program impact is summarized. Section two includes summary reports of the following 10 programs selected for dissemination by the Office of Program Development: (a) Dale Avenue Project, (b) Educational Services for Schoolage Parents, (c) Individualized Language Arts: Diagnosis, Prescription, and Evaluation, (d) Interning for Learning, (e) Learning Center: Integrated Alternative to Special Education (f) Project LEM: Learning Experience Module, (g) MOPPET: Media Oriented Program Promoting Exploration in Teaching, (h) Project: Open Classroom, (i) Pollution Control Education Center, (j) Prescriptive Teaching Workshop, and (k) Project SEE: Specific Education of the Eye. (JS)

ED 107 656

SP 009 283

Healey, John H. Healey, William A.
Physical Education Teaching Problems for Analysis and Solution.

Pub Date 18 Feb 75

Note—182p.

Available from—Charles C. Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois U.S.A. (\$10.50)

Document Not Available from EDRS.

Descriptors—Athletic Coaches, *Beginning Teachers, *Decision Making Skills, Higher Education, *Physical Education, *Problem Solving, *Student Teachers, Teacher Education

This book is designed to help orient prospective and beginning physical education teachers to problems they may encounter and decisions they may need to make. After an introduction to problems and solutions, the first chapter discusses the importance and outcomes of problem solving in education. Chapter two describes the problem-solving process as a series of steps which must be taken in order to solve a given problem. The third chapter is a detailed solution to a problem using the process for problem-solving just described. It serves as a guide for students in solving problems presented in chapter four. The fourth chapter, as well as the remaining eighteen chapters, present examples of typical concerns which often exist in the modern school system in the area of physical education. The problems are discussed relative to administration; attendance; tardiness, and absence; community relations; counseling and guidance; discipline; dress and grooming; drinking; drugs; legal liability; school policy; religion; sex; smoking; and stealing. Using the material presented in the first three chapters, students can be expected to solve these problems. (Author/PB)

ED 107 657

SP 009 284

Hisaka, Lloyd I.

A Survey of Intramural-Recreational Facilities at Four-Year Colleges and Universities in the United States.

Hawaii Univ., Honolulu.

Pub Date [75]

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Colleges, *Comparative Analysis, *Intramural Athletic Programs, *Physical Education Facilities, *Recreational Facilities, Surveys, Universities

Identifiers—*United States, University of Hawaii

This survey was designed to obtain information concerning intramural-recreational facilities at four-year colleges and universities throughout the United States. A secondary purpose of the study was to determine how the University of Hawaii compared with other universities of the same size. A questionnaire was sent to 373 individuals and/or universities whose names appeared in the 1972-73 National Intramural Association Membership Directory. A 74 percent response was received. Respondents were asked to answer questions concerning present and future intramural-recreational facilities and participation in various activities during the 1973-74 school year. Results were tabulated and measures of central tendencies were developed for each facility. The study makes it possible to compare institutions of the same size. (The study is documented with extensive tables.) (Author/JS)

ED 107 658

SP 009 285

Kirby, Ronald F.

The Effect of the Striking Implement's Diameter on a Ball's Rebound Height and Area of Contact.

Pub Date [75]

Note—18p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Athletic Equipment, *Athletics, Equipment Standards, Height, Research

Identifiers—*Basketball, Rebound Height

The primary purpose of this study was to determine what effect the diameter of the striking implement has on a basketball's rebound height and on the area of contact between the ball and the implement. A secondary purpose was to determine if changing the air pressure of the ball would alter the pattern established with standard pressure. A basketball was dropped repeatedly from a height of 100 inches above the floor onto

one of three striking implements of different sizes located five inches above the floor. The mean rebound height and the mean area of contact produced by each striking implement and for each pressure was computed. Results indicated that (a) the diameter of the striking implement was a significant factor in how high the basketball rebounded, (b) the diameter of the striking implement was a significant factor in the size of the contact area, (c) the smaller striking implement produced the greatest rebound height and the least area of contact, and (d) there is an optimum implement diameter for the specific amount of force and the coefficients of restitution for the ball-implements used in this study. (PB)

ED 107 659 SP 009 286

Ribal, Paul M.

Exercise Prescription.

Note—2p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Athletics, *Exercise (Physiology), Guidelines, Human Body, *Muscular Strength, *Physical Activities, *Physical Fitness

If exercise programs are to become effective in producing the desired results, then the correct exercise prescription must be applied. Four variables should be controlled in the prescription of exercise: (a) type of activity, (b) intensity, (c) duration, and (d) frequency. The long-term prescription of exercise involves the use of (a) starter program, (b) progression program, and (c) maintenance program. The starter program is important when the individual is quite unfit and has been inactive for some time. A starter program may last several weeks or more, depending on the initial level of fitness. The progression program involves application of the overload principle in providing an adequate stress to the body systems. The progression must also be gradual in nature, as adequate physiological adaptation must occur before additional stress is applied. The progression program yields to a maintenance program once the desired outcomes are realized, and the level of activity of a maintenance program depends on the large-muscle, aerobic-type activity performed over 30 minutes a day at an intensity of 80 percent of capacity at least 3 days a week. (Author/JS)

ED 107 660 SP 009 287

Klavara, Peter

Optimal Pre-Competition Emotional Arousal of High School Football Players.

Pub Date 75

Note—13p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Arousal Patterns, *Athletics, *Emotional Response, *High School Students, *Physical Education, Secondary Education

Identifiers—*Football, State Anxiety Inventory

A popular belief among leading sport psychologists has been that optimal performance of specific tasks in athletics is associated with different optimal emotional arousal levels of performers. This study was undertaken to test this generalization by examining possible differences in precompetition emotional arousal level of football players who were assigned to different playing positions and whose subsequent game performance was rated optimal. The subjects of the study were three junior and seven senior high school football teams. The precompetition emotional arousal of all subjects was measured by the Spielberger State Anxiety Inventory (STAI), which asks subjects to indicate how they feel at a particular moment. The test was usually administered within minutes of actual competition. After the game, the performance of each subject was evaluated subjectively by the respective coaches on a three-point scale. No significant differences were found between elevations in pregame emotional arousal in subjects playing different positions in high school football competition. (Author/JS)

ED 107 661 SP 009 288

Juncker, D. F.

Sports Club Development—The '70's Community Involvement.

Pub Date 75

Note—4p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Athletics, *Clubs, College Students, *Community Involvement, Historical Reviews, Informal Leadership, *School Community Cooperation, *Undergraduate Students, Volunteers

A large-scale movement toward sports clubs is evolving in colleges and universities in response to widespread professionalism in varsity sports, limited sports opportunities available to highly skilled student athletes, and most importantly, substantial increases in the desire for sports participation by students in general, as a supplement to their academic involvement. (The document presents a historical review of the growth of sports clubs.) Increasing emphasis on community involvement has recently resulted in participation of greater numbers of interested community volunteers in sports club activities. This involvement has aided undergraduate sports club programs by providing impetus and initiative for forming new clubs, often by supplying leadership and expertise in a given sport. Expansion of the student-community sports club concept will be beneficial to all involved. (PB)

ED 107 662 SP 009 289

Johnson, Robert M.

Effects of Manual Negative Accentuated Resistance on Strength and/or Muscular Endurance.

Pub Date Oct 74

Note—5p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*College Students, *Exercise (Physiology), Females, Males, *Muscular Strength, Physical Activities, Physical Education, *Physical Fitness

The purpose of this study was to determine the effects of manual negative accentuated resistance on strength and/or muscular endurance. Three strength and/or muscular endurance tests were administered to male and female physical education majors enrolled in a required exercise class at the beginning and end of the semester. Push-ups, chin-ups, and dips were used because of the ease of administration. The class met three times a week for 13 weeks, and engaged in the prescribed exercise program which took about 15 minutes per class period. During that time, the students performed two sets each of three different exercises involving manual resistance. An average increase of 18.6 repetitions for push-ups was demonstrated among the men. Chins and dips for men had repetition increases of 3 and 5.4 respectively. The results for women were similar, although the base number of repetitions was different. Women showed increases of 12.9, 1.6, and 2.1 repetitions in push-ups, chins, and dips, respectively. These findings indicate that strength and/or muscular endurance can be increased significantly without the use of weight-training equipment. (PB) of 12.9, 1.6, and 2.1 repetitions in push-ups, chins, and dips respectively.

ED 107 663 SP 009 290

Dippo, Jeanette, Ed.

Steps Toward Healthy Growth. Health Education Curriculum Guide; Grades 7-9.

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.; Madison County Board of Cooperative Educational Services, Bouckville, N.Y.

Pub Date Jan 75

Note—89p.; First Edition; For related document, see SP 009 291

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—Alcohol Education, *Curriculum Guides, Dental Health, Disease Control, Drug Education, *Health Education, *Junior High Schools, Nutrition Instruction, Safety Education, Sex Education, Smoking

Grades or Ages: Grades 7-9. Subject Matter: Health Education (includes chapters covering the following: (a) nutrition, (b) sensory perception, (c) dental health, (d) disease prevention and control, (e) smoking and health, (f) alcohol education, (g) use and misuse of chemical substances, (h) identity and human sexuality, (i) environmental health, (j) consumer health, (k) safety, and (l) first aid. Organization: Each chapter is broken down into an overview, a list of objectives, a list of major concepts, a content outline, a list of learning and evaluative activities, and a list of resources. Instructional Materials are listed for each chapter as references. No provision for student assessment is indicated. No options are listed. (PB)

dent assessment is indicated. No options are listed. (PB)

ED 107 664 SP 009 291

Dippo, Jeanette, Ed.

Steps Towards Healthy Growth. Health Education Curriculum Guide; Grades 4-6.

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.; Madison County Board of Cooperative Educational Services, Bouckville, N.Y.

Pub Date Jan 75

Note—149p.; First Edition; For related document, see SP 009 290

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—Alcohol Education, *Curriculum Guides, Dental Health, Drug Education, Elementary Education, Family Life Education, *Health Education, *Intermediate Grades, Nutrition Instruction, Sex Education, Smoking

Grades or Ages: Grades 4-6. Subject Matter: Health Education (includes chapters covering the following: (a) health status; (b) nutrition; (c) sensory perception; (d) dental health; (e) disease prevention and control; (f) smoking and health; (g) alcohol education; (h) drug education; (i) personality development; (j) human sexuality; (k) family life education; (l) heredity and environment; (m) environmental and public health; (n) consumer health; and (o) safety, first aid, and survival education). Organization: Each chapter is broken down into an overview, a list of objectives, a list of major concepts, a content outline, a list of learning and evaluative activities, and a list of resources. Instructional materials are listed for each chapter as references. No provision for student assessment is indicated. No options are listed. (PB)

ED 107 665 SP 009 292

Upshaw, Kathryn Jane

John Updike and Norman Mailer: Sport Inferences.

Pub Date Sep 72

Note—131p.; Master's Thesis, University of North Carolina at Greensboro

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—*Athletics, *Literary Analysis, Literary Styles, Literature, *Novels

Identifiers—Mailer (Norman), *Updike (John)

The phenomenon of writer use of sport inferences in the literary genre of the novel is examined in the works of Updike and Mailer. Novels of both authors were reviewed in order to study the pattern of usage in each novel. From these patterns, concepts which illustrated the sport philosophies of each author were used for general comparisons of the two. Success and failure, life and life concepts, reality, character virtues, gender roles, sociocultural environment, and literary inferences served as categories for comparison. Updike employed reality concepts in relation to organized sport and life concepts in relation to sport activity, creating illusions of reality in order to describe middle class American life. Mailer utilized agonistic sport inferences in projecting American existential philosophy. Three hypotheses were projected and upheld by this study: (a) the authors' personal sport backgrounds, experiences, and pervading philosophies were reflected in their novels; (b) the purpose of the characters' performances in sport reflected the authors' backgrounds; and (c) distinct patterns of sport inferences were consistent throughout novels by the same author. (Author/JS/HSD)

ED 107 666 SP 009 293

Kitts, William H.

The Opinions of Northeast Missouri Social Studies Teachers Related to Student Teacher Placement and Evaluation.

Pub Date Jul 75

Note—145p.; Ed.D. Dissertation, Walden University

EDRS Price MF-\$0.76 HC-\$6.97 PLUS

POSTAGE

Descriptors—*Cooperating Teachers, Inservice Teachers, Education, Social Studies, Student Teachers, Surveys, *Teacher Attitudes, Teacher Education, *Teacher Evaluation, *Teacher Placement

Identifiers—*Missouri

This study attempts to identify the opinions of social studies cooperating teachers toward student teacher placement, role relationships,

evaluation, and inservice education. The hypothesis for this study was that northeast Missouri social studies cooperating teachers' opinions toward student teacher placement and evaluation would indicate that substantial changes are necessary in existing programs. A 31-item survey instrument was employed to elicit cooperating teachers' responses to four research questions dealing with placement, role relationships, evaluation, and inservice training. The study surveyed 464 cooperating teachers employed in junior and senior high schools, and selected at random a sample of teachers from the service area of Northeast Missouri State University. The data obtained were tabulated using two different configurations: (a) numbers and percentages for males, females, and totals; and (b) numbers and percentages according to the four school enrollment categories. The responses to each item were then analyzed in terms of their implications for teacher education partnerships. Responses indicated that changes should be made in the programs. (Also included are tables and figures depicting teacher responses.) (Author/JS)

ED 107 667 SP 009 294

Dauer, Victor P. Pangrazi, Robert P.
Dynamic Physical Education for Elementary School Children.

Pub Date 75

Note—574p.; Fifth Edition

Available from—Department DP, Burgess Publishing Company, 7108 Ohms Lane, Minneapolis, Minnesota 55435 (No price quoted)
Document Not Available from EDRS.

Descriptors—Athletic Equipment, *Children, Curriculum Guides, *Curriculum Planning, Dance, Elementary Education, Elementary School Students, Learning Activities, Motion, Perceptual Motor Learning, *Physical Activities, *Physical Education, *Physical Fitness

This guide offers a functional, child-tested physical education program for elementary students. Chapters in the book discuss the following topics: (a) current educational and sociological trends; (b) rationale for the program; (c) guidelines for program planning; (d) organization for effective teaching; (e) basis of movement learning and education; (f) guiding the learning process; (g) teaching styles, lesson planning, and introductory activity; (h) implementation of physical fitness in the program; (i) postural considerations; (j) perceptual-motor competency; (k) creative play-story games and dramatic play; (l) manipulative and apparatus activities; (m) stunts and tumbling; (n) combative, classroom, and game-type activities; (o) integration with other subjects; (p) general consideration of sports activities such as basketball, football, hockey, soccer, softball, track and field, and volleyball; and (q) facilities and equipment. The guide contains extensive coverage of activity sequences, particularly those that incorporate perceptual-motor concepts, principles, and activities into regular program activities. Appendixes include (a) a list of sources for records for a rhythmic program, (b) suggestions for observing and assessing an instructor's performance, (c) a bibliography and set of related materials, (d) physical fitness tests, and (e) a discussion of a special program for under-achievers. (JS)

ED 107 668 SP 009 295

Kallinisch, Martha
Food: Facts and Fancies.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development; State Univ. of New York, Albany.

Pub Date 74

Note—115p.

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Consumer Education, *Curriculum Guides, *Food, *Foods Instruction, Money Management, Nutrition Instruction, Purchasing, *Secondary Education

GRADES OR AGES: Secondary. **SUBJECT MATTER:** One of a series on consumer education. This particular guide concerns food—specifically, nutrition, labeling, prices, and money management. **ORGANIZATION AND PHYSICAL APPEARANCE:** The guide is divided into 24 sections, each containing a major knowledge objective and various minor ones. Each section also includes suggested pupil and teacher activities, and a list of sources. The guide is illustrated with various charts, cartoons, photographs, and

drawings. **OBJECTIVES AND ACTIVITIES:** Objectives are listed for each section and suggested activities for both teachers and students are described. **INSTRUCTIONAL MATERIALS:** Listed for each section. **STUDENT ASSESSMENT:** No provision indicated. **OPTIONS:** None listed. (PB)

ED 107 669 SP 009 296

Dipbo, Jeanette, Ed.

Steps towards Healthy Growth. Health Education Curriculum Guide; Grades K-3.

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Pub Date Jan 75

Note—98p.; First Edition; For related documents, see SP 009 290 and 291

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Curriculum Guides, Dental Health, Disease Control, Drug Education, *Early Childhood Education, Elementary Education, Family Life Education, *Health Education, Nutrition Instruction, Safety Education, Sex Education

GRADES OR AGES: Grades K-3. **SUBJECT**

MATTER: Health Education (includes chapters covering the following: (a) health status; (b) nutrition; (c) sensory perception; (d) dental health; (e) disease prevention and control; (f) chemical substances; (g) personality development, sexuality, family life education, and death education; (h) environmental and public health; (i) consumer health; and (j) safety education).

ORGANIZATION AND PHYSICAL APPEARANCE: Each chapter is broken down into an overview, list of objectives, list of major concepts, content outline, list of learning and evaluative activities, and list of resources. **OBJECTIVES**

AND ACTIVITIES: Lists for both objectives and activities are included for each chapter. **INSTRUCTIONAL MATERIALS:** Listed for each chapter as resources. **STUDENT ASSESSMENT:** No provision indicated. **OPTIONS:** None listed. (PB)

ED 107 670 SP 009 297

Graybeal, William S.

Teacher Supply and Demand in Public Schools, 1974.

National Education Association, Washington, D.C.

Pub Date May 75

Note—11p.

Available from—Research, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)
Journal Cit—NEA Research Memo; May 1975

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Beginning Teachers, Educational Trends, Public Schools, State Departments of Education, Teacher Education, *Teacher Employment, *Teacher Supply and Demand

This research memo reports on the supply and demand of public school teachers in 1974 as reflected in statistical information collected by National Education Association Research. Data were collected from institutions which prepare persons for entry into teaching and from state departments of education. Analysis of the data supports the following conclusions: (a) the supply of graduates completing preparation to enter teaching in 1974 (296,640) is smaller by 5.3 percent than the number reported for 1973; (b) the number of beginning teachers needed to raise the quality of public school programs and staffing in fall 1974 to minimum levels (689,950) is 466,500 more than what is available from the 1974 graduating class of prospective teachers; (c) the number of prospective teachers from the 1974 graduating class seeking teaching positions (223,450) exceeds by 115,050 the number of teaching positions available (108,400); (d) employment in teaching positions in the fall following graduation is reported as 49.8 percent for 1973 graduates prepared to enter teaching; (e) teaching areas in which the supply is least adequate are mathematics, natural and physical sciences, distributive education, industrial arts, and special education; (f) areas in which the supply is most adequate are social studies, physical and health education, art, and foreign languages. (Author/JA)

ED 107 671 95 SP 009 298

Soper, Dorothy B.

Educational Programs That Work. A Catalogue of Demonstration Sites of Successful Educational Programs Developed through the New Jersey Elementary and Secondary Education Act, Title III Program. 1974-75 Edition.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 74

Note—98p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Demonstration Programs, Demonstrations (Educational), *Educational Programs, Elementary Education, Individualized Instruction, *Information Dissemination, *Program Descriptions, Public Schools, Secondary Education

Identifiers—*New Jersey

This catalogue contains descriptions of 17 successful education programs developed in New Jersey public schools and validated by U.S. Office of Education Standards. Most programs are funded to offer dissemination services and/or materials to educators. Programs discussed are the following: (a) Academic Advancement Program: Mathematics; (b) Project ACTIVE: All Children Totally Involved in Exercising; (c) Dale Avenue Project; (d) Educational Services for Schoolage Parents; (e) Glassboro's Right to Read Program; (f) Individualized Language Arts: Diagnosis, Prescription and Evaluation; (g) Institute for Political and Legal Education; (h) Interning for Learning; (i) LEM: Learning Experience Module; (j) Project MOPPET: Media Oriented Program Promoting Exploration in Teaching; (k) Project Open Classroom; (l) Pollution Control Education Center; (m) Prescriptive Teaching Workshop; (n) Senior Elective Program, Rumon-Fairhaven Regional H.S.; (o) See: Specific Education of the Eye; (p) Learning Center: Integrated Alternative to Special Education; and (q) LEARNCYCLE. Each description contains an overview; description of a program's essential elements, goals, evaluation design, and results; costs; dissemination materials; and the name and address of a contact person. (Author/JS)

ED 107 672 SP 009 299

Fischer, Louis Schimmel, David

Legal Literacy and Teacher Education: A Case Approach Based on the Rights of Teachers and Students.

Pub Date Nov 74

Note—18p.; Paper presented at the Annual Convention of the National Organization for Legal Problems in Education (Miami Beach, Florida, November 13-15, 1974)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Beginning Teachers, Foundations of Education, Inservice Teacher Education, *Law Instruction, Legislation, *Preservice Education, Student Rights, Teacher Education, Teacher Programs, Teacher Welfare

This speech, while noting the existence of law-related projects in inservice teacher education courses, stresses the need for law-related education in both preservice and inservice courses. The method for presenting law-related material in preservice education courses as described herein would not call for the introduction of new courses or units, but would require modification of two courses commonly found in departments of education: introduction to education and social foundations of education. A sample course outline is provided. Within this outline, specific cases are discussed under the following topic headings, which could be used in foundation courses: (a) cultural diversity and the schools, (b) freedom of expression, (c) private life and personal appearance, (d) patriotism and freedom of association, (e) professionalism, (f) due process for students and teachers, and (g) education and equality. Suggested classroom methods include (a) discussion of materials read, (b) visits to a university library to explore the legal reporter system, (c) discussion of hypothetical cases, (d) use of resource speakers, and (e) visits to nearby courts. (JA)

TM

ED 107 673 95 TM 004 137

Individually Guided Education—Multi-School Component (IGE/MUS-E) in New Jersey 1973-1974: Evaluation Report.

Educational Improvement Center of Northwest New Jersey, Cedar Knolls.

Spons Agency—New Jersey State Dept. of Education, Trenton.; Office of Education (DHEW), Washington, D.C.

Pub Date [74]

Note—136p.; Document not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Academic Achievement, Achievement Tests, *Affective Behavior, Comparative Analysis, *Curriculum Evaluation, Elementary Education, Grade 2, Grade 3, *Individualized Instruction, Mathematics, Program Effectiveness, Program Evaluation, Reading, *Student Evaluation, Testing

Identifiers—*Individually Guided Education, New Jersey

This study presents the 1973-1974 evaluation findings for the New Jersey individually Guided Education (IGE) process. Student outcomes in the cognitive and affective domain were investigated in the IGE setting and in the control setting. Additionally, factors which may facilitate a long-term commitment to the IGE process were examined. Included in the report is a "consumer package" which can be used by local educational agencies to assess the effectiveness of the IGE process at the local level. (Author)

ED 107 674 TM 004 461

Ary, Donald Karabinus, Robert

The Use of Reliability Coefficient to Increase Accuracy of the Calculation of n in Power Formulas.

Pub Date [Apr 75]

Note—5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974); For related documents, see TM 004 490-494; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Hypothesis Testing, Mathematical Models, *Measurement Techniques, *Reliability, Sampling, *Statistical Analysis, *Tests of Significance

Identifiers—Power (Statistics), Variance (Statistical)

The power of a statistical test is, in part, a function of the reliability of the dependable variable being analyzed. The substitution of sigma square divided by the reliability coefficient for sigma is proposed. This enables the researcher to incorporate dependent variable reliability information when determining the sample size required for a specified power of his statistical test. An inverse relationship between test reliability and the sample n required to maintain a given statistical power is defined. (Author)

ED 107 675 TM 004 481

Forbes, Dean W. Ingebo, George S.

An Empirical Test of the Content Homogeneity Assumption Involved in Rasch Item Calibration.

Pub Date [Apr 75]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Elementary Education, *Item Analysis, *Item Banks, *Mathematics, *Test Construction, *Tests

Identifiers—*Rasch Item Calibration

A project was carried out to determine the degree of content homogeneity that a test item pool must have in order to accomplish successful Rasch calibration. Mathematics item pools were administered to upper elementary children. The items were analyzed under two conditions, with items organized into separate subtests and as a global mathematics test. Results indicate that satisfactory item calibration can be carried out with global mathematics tests, avoiding the necessity of organizing items into separate subtests. The degree to which calibration is identical under

the two conditions is a topic for further study. (Author)

ED 107 676 TM 004 490

Paine, Whiton Stewart

Some Impacts of the Evaluation of an Experimental International Studies Curriculum on the Members of an Interdisciplinary Evaluation Team.

Pub Date [Apr 74]

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974); For related documents, see TM 004 491-494; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Bias, Conflict Resolution, Consultants, *Course Evaluation, Evaluation, Evaluation Methods, Higher Education, *Interdisciplinary Approach, Interpersonal Problems, *Interprofessional Relationship, Models, Participant Characteristics, Personal Growth, *Professional Personnel, *Program Evaluation, Role Conflict, Self Evaluation, Staff Role, Teacher Evaluation, Team Teaching

Identifiers—*Center for International Studies, Cornell University

The professional and personal biases of an evaluation team at Cornell University were found to interfere with the assessment of an interdisciplinary, team taught, problem oriented curriculum in International Studies. An account was given of the hiring of the evaluators, evaluator role ambiguity, evaluator professional clashes, facilitation of group compromise, evaluation tasks, and models for evaluation. The personal growth that occurred between the evaluators as they learned together and practiced self-scrutiny was emphasized. Evaluation was viewed as having a disciplinary, intellectual, interpersonal, and professional impact on the evaluators. (BJG)

ED 107 677 TM 004 491

Macklin, David B.

Impacts on a Social Psychologist-Consultant.

Pub Date [Apr 74]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974); For related documents, see TM 004 490-494; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Bias, Conflict Resolution, Consultants, *Course Evaluation, Higher Education, Individual Differences, *Interdisciplinary Approach, *Interprofessional Relationship, Participant Characteristics, Personal Growth, Problem Solving, *Professional Personnel, *Program Evaluation, Staff Role

Identifiers—*Center for International Studies, Cornell University

Three evaluators with different backgrounds and interests were involved in a program evaluation at Cornell University's Center for International Studies, where two of the evaluators had serious conflicts and the third served as an in-house mediator. The third evaluator questioned why he had credibility with the first two, looked at how he developed professional and interpersonal skills, examined how he reinforced a task-oriented atmosphere, analyzed how he worked, assessed his role effectiveness, and summarized how the entire process helped him. He saw his role as that of a facilitator/consultant/problem solver. (BJG)

ED 107 678 TM 004 492

Brown, Alison

Impacts on an Intellectual Historian.

Pub Date [Apr 74]

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974); Not available in hard copy due to marginal legibility of original document; For related documents, see TM 004 490-494

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Consultants, *Course Evaluation, Evaluation, Higher Education, History, *Interdisciplinary Approach, *Interprofessional Relationship, Participant Characteristics, Personal Growth, Problem Solving, *Professional Personnel, *Program Evaluation, Staff Role

Identifiers—*Center for International Studies, Cornell University

Serving in a program evaluation at Cornell University's Center for International Studies by holding the unique position of participating in three distinct capacities: first, as the administrator of the center's undergraduate program; second, as a teacher in one of its courses; and third, as a member of the evaluation team, functioning as an intellectual historian with the task of recreating the historical context of the undergraduate program, the evaluator reviews her progress. She focuses on disciplinary and professional realizations and changes. (Author/BJG)

ED 107 679 TM 004 493

Brock, Stephen C.

Impacts on an Educationist/Administrator.

Pub Date [Apr 74]

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974); For related documents, see TM 004 490-494; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Bias, Consultants, *Course Evaluation, Educational Objectives, Higher Education, *Interdisciplinary Approach, *Interprofessional Relationship, Participant Characteristics, Personal Growth, Problem Solving, *Professional Personnel, *Program Evaluation, Staff Role

Identifiers—*Center for International Studies, Cornell University

Trying to reconstruct his role in the evaluation of interdisciplinary, problem-oriented courses at Cornell University's Center for International Studies (CIS), one educationist/administrator focused on the evaluation of questions. Primary staff goals included the demonstration that CIS interdisciplinary courses would better serve students as an introduction to represented disciplines than standard courses and CIS would show students how knowledge is organized into disciplines whose interactions can help illuminate international problems. Problems related to the collaborative nature of the evaluation of CIS courses were examined in detail. (Author/BJG)

ED 107 680 TM 004 494

Paine, Whiton Stewart

Impacts on an Educational Researcher.

Pub Date [Apr 74]

Note—18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April 1974); For related documents, see TM 994 490-493; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Bias, Consultants, *Course Evaluation, Educational Attitudes, Educational Researchers, Feedback, Formative Evaluation, Higher Education, *Interdisciplinary Approach, *Interprofessional Relationship, Participant Characteristics, Personal Growth, *Professional Personnel, *Program Evaluation, Role Conflict, Staff Role

Identifiers—*Center for International Studies, Cornell University

Finding himself in the midst of a stressful and ambiguous evaluation process, one evaluator reviewed how he played a variety of professional and interpersonal roles while evaluating problem-oriented, team-taught courses at the Center for International Studies, Cornell University. Attention was given to how various interpersonal factors facilitated and inhibited productive exchange in groups and individuals involved in the evaluation were described. One evaluator's professional growth was discussed. (Author/BJG)

ED 107 681 95 TM 004 495

Masters, James R. Lavery, Grace E.

The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. (Report of First Year of Program).

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-C-070

Pub Date Feb 74

Grant—OEG-3-72-0051

Note—161p.; For related documents, see TM 004 496-504

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Academic Achievement, Academic Failure, Behavior Change, Classroom Observation Techniques, Comparative Analysis, Decision Making Skills, Discipline, Elementary Education, Elementary School Students, *Humanistic Education, Inservice Teacher Education, Intervention, Parent Attitudes, *Program Evaluation, *School Attitudes, *Student Attitudes, Student Teacher Relationship, *Teacher Attitudes, Teacher Education, Tests
Identifiers—Glasser (William), New Castle Pennsylvania School District, *School Without Failure

An evaluation of William Glasser's Schools Without Failure (SWF) program was carried out during the program's first year of operation in the New Castle, Pa. School District. Ten elementary schools were paired on the basis of size, socioeconomic status, and pupils' past achievement. One school of each pair was randomly assigned to begin teacher training and implementation of SWF; the other school of each pair became a control school. Pre- and posttesting were used to assess pupil achievement and attitudes toward self, school, and others and teachers and parent attitudes toward educational issues. Instructional session and SWF school classroom meeting interactions were measured by the Expanded Category System and the Reciprocal Category System. Results indicated that the program had its major impact on teachers. Little difference existed in the achievement of pupils in SWF and control schools. Some positive changes in SWF school primary pupil attitudes toward being in school and toward doing difficult school work were found. Also, positive changes occurred in SWF school intermediate pupil attitudes toward the importance of doing assignments and importance of learning. In SWF schools the number of pupils referred to principals for disciplinary reasons was reduced. (Author/RC)

ED 107 682 95 TM 004 496

Masters, James R. Lavery, Grace E.

School Attitude Scale (Grades 1-3).

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-C-070

Pub Date Feb 74

Grant—OEG-3-72-0051

Note—10p.; For related documents, see TM 004 495-504

Available from—Not available separately; See TM 004 495

Document Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Students, *Primary Education, *Rating Scales, *School Attitudes, *Student Attitudes, Test Reliability

Identifiers—Glasser (William), *Schools Without Failure, View Castle Pennsylvania School District

As part of the instrumentation to assess the effectiveness of the Schools Without Failure (SWF) program in 10 elementary schools in the New Castle, Pa. School District, this 30-item School Attitude Scale was developed to measure children's attitudes toward school in grades 1-3. A faces response form was used. Reliability for this form averaged .89 for grades 2 and 3 in pretest and for experimental and control groups in grades 1-3 for the posttest. Only the 18 items of the instrument which beginning first graders could be expected to understand were given to them for the pretest. Reliability for this short form was .85. (Author/RC)

ED 107 683 TM 004 497

Pennsylvania Educational Quality Assessment Attitude Toward School Instrument.

Pennsylvania State Dept. of Education, Harrisburg.

Note—1p.; For related documents, see TM 004 495-504

Available from—Not available separately; see TM 004 495

Document Not Available from EDRS.

Descriptors—*Elementary School Students, *Intermediate Grades, *Rating Scales, *School Attitudes, *Student Attitudes, Test Reliability

Identifiers—Glasser (William), New Castle Pennsylvania School District, *Schools Without Failure

As part of the instrumentation to assess the effectiveness of the Schools Without Failure (SWF) program in 10 elementary schools in the New Castle, Pa. School District, the Pennsylvania Educational Quality Assessment Attitude Toward School instrument was administered in grades 4-6. With over 20,000 grade 5 pupils, this instrument had shown a reliability of .75, and the pretest of the present study also showed .75 for the total of all 4th, 5th, and 6th graders. For separate experimental and control groups in each of grades 4-6, reliability coefficients ranged from .57 to .76, with an average of .66 when computed for these smaller groups on the posttest. (Author/RC)

ED 107 684 95 TM 004 498

Masters, James R. Lavery, Grace E.

School Attitude Scale (Grades 4-6).

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-C-070

Pub Date Feb 74

Grant—OEG-3-72-0051

Note—3p.; For related documents, see TM 004 495-504

Available from—Not available separately; see TM 004 495

Document Not Available from EDRS.

Descriptors—*Elementary School Students, *Intermediate Grades, *Rating Scales, *School Attitudes, *Student Attitudes, Test Reliability
Identifiers—Glasser (William), New Castle Pennsylvania School District, *Schools Without Failure

As part of the instrumentation to assess the effectiveness of the Schools Without Failure (SWF) program in 10 elementary schools in the New Castle, Pa. School District, this 30-item School Attitude Scale was developed to measure children's attitudes toward school in grades 4-6. A verbal response form was used. This form showed a reliability of .91 for grades 4-6 on the pretest and average .92 for control and experimental classes in each of the three grades on the posttest. (Author/RC)

ED 107 685 95 TM 004 499

Masters, James R. Lavery, Grace E.

Acceptance of Others (Number Form).

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-C-070

Pub Date Feb 74

Grant—OEG-3-72-0051

Note—2p.; For related documents, see TM 004 495-504

Available from—Not available separately; see TM 004 495

Document Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Students, *Peer Relationship, *Rating Scales, *Student Attitudes
Identifiers—Glasser (William), New Castle Pennsylvania School District, *Schools Without Failure

As part of the instrumentation to assess the effectiveness of the Schools Without Failure (SWF) program in 10 elementary schools in the New Castle, Pa. School District, the Acceptance of Others (Number Form) was prepared to determine pupil's attitudes toward classmates. Given a list of all class members, pupils are asked to circle a number from 1 to 5 to rate classmates on how much fun it would be to do something with each person. (RC)

ED 107 686 95 TM 004 500

Masters, James R. Lavery, Grace E.

Acceptance of Ideas of Others (Number Form and Star Form).

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-C-070

Pub Date Feb 74

Grant—OEG-3-72-0051

Note—4p.; For related documents, see TM 004 495-504

Available from—Not available separately; see TM 004 495

Document Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Students, *Peer Relationship, *Rating Scales, *Student Attitudes
Identifiers—Glasser (William), New Castle Pennsylvania School District, *Schools Without Failure

As part of the instrumentation to assess the effectiveness of the Schools Without Failure (SWF) program in 10 elementary schools in the New Castle, Pa. School District, the Acceptance of Ideas of Others (Number and Star Forms) were developed to determine pupils' attitudes toward classmates. Given a list of all class members, pupils are asked to either circle a number or fill in a star from 1 to 5 to rate classmates on who usually have the best ideas. (RC)

ED 107 687 TM 004 501

Lindgren, H. C. Patton, G. M.

Opinionnaire on Attitudes Toward Education.

Note—4p.; For related documents, see TM 004 495-504

Available from—Not available separately; see TM 004 495

Document Not Available from EDRS.

Descriptors—Behavior, Discipline, Elementary Education, *Elementary School Teachers, Humanistic Education, *Rating Scales, *Teacher Attitudes, Test Reliability

Identifiers—Glasser (William), New Castle Pennsylvania School District, *Schools Without Failure

As part of the instrumentation to assess the effectiveness of the Schools Without Failure (SWF) program in 10 elementary schools in the New Castle, Pa. School District, the Opinionnaire on Attitudes Toward Education was used as a measure of teacher attitudes toward child-centered education, discipline, and the desirability of understanding pupils' behaviors. The authors reported a split-half reliability of .82, and several studies supported its validity. In this study coefficient alpha reliability was computed as .89 for the pretest and .84 for the posttest. (Author/RC)

ED 107 688 TM 004 502

Mervin, J. C. DiVesta, F. J.

Satisfaction With Teaching Questionnaire.

Note—1p.; For related documents, see TM 004 495-504

Available from—Not available separately; see TM 004 495

Document Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Teachers, *Job Satisfaction, *Rating Scales, *Teacher Attitudes, Test Reliability
Identifiers—Glasser (William), New Castle Pennsylvania School District, *Schools Without Failure

As part of the instrumentation to assess the effectiveness of the Schools Without Failure (SEF) program in 10 elementary schools in the New Castle, Pa. School District, the Satisfaction with Teaching Questionnaire was used. In a study by its developers this scale discriminated between students choosing to be teachers and those choosing other careers. Because the scale was developed for preservice teachers, slight revisions were made in three items for use with New Castle teachers. The revised scale showed a coefficient alpha reliability of .74 on the pretest and .69 on the posttest. (Author/RC)

ED 107 689 95 TM 004 503

Masters, James R. Lavery, Grace E.

Philosophy of Glasser Questionnaire.

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-2-C-070

Pub Date Feb 74

Grant—OEG-3-72-0051

Note—2p.; For related documents, see TM 004 495-503

Available from—Not available separately; see TM 004 495

Document Not Available from EDRS.

Descriptors—Elementary Education, *Elementary School Teachers, *Humanistic Education, *Rating Scales, *Teacher Attitudes, Test Reliability

Identifiers—Glasser (William), New Castle Pennsylvania School District, *Schools Without Failure

As part of the instrumentation to assess the effectiveness of the Schools Without Failure (SWF) program in 10 elementary schools in the New Castle, Pa. School District, the Philosophy of Glasser Questionnaire was developed. This 15-item scale measuring attitudes toward the philosophy of William Glasser had a coefficient alpha reliability of .77 when administered to New Castle School District teachers both in the spring of 1972 and 1973. Experts in Glasser's philosophy were consulted to insure content validity during the development of the instrument. (Author/RC)

ED 107 690 95 TM 004 504
Masters, James R. Lavery, Grace E.

The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program).

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.—BR-2-C-070

Pub Date Feb 74

Grant—OEG-3-72-0051

Note—25p.; For related documents, see TM 004 495-503

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Academic Failure, Behavior Change, Classroom Observation Techniques, Comparative Analysis, Decision Making Skills, Discipline, Elementary Education, Elementary School Students, *Humanistic Education, Inservice Teacher Education, Parent Attitudes, *Program Evaluation, *School Attitudes, *Student Attitudes, Student Teacher Relationship, *Teacher Attitudes, Teacher Education, Tests

Identifiers—Glasser (William), New Castle Pennsylvania School District, *Schools Without Failure

This document summarizes an evaluation of William Glasser's Schools Without Failure (SWF) program carried out during the program's first year of operation in the New Castle, Pa. School District. Ten elementary schools were paired on the basis of size, socioeconomic status, and pupils' past achievement. One school of each pair was randomly assigned to begin teacher training and implementation of SWF; the other school of each pair became a control school. Pre- and post-testing was used to assess pupil achievement and attitudes toward self, school, and others and teacher and parent attitudes toward educational issues. Instructional session and SWF school classroom meeting interactions were measured by the Expanded Category System and the Reciprocal Category System. Results indicated that the program had its major impact on teachers. Little difference existed in the achievement of pupils in SWF and control schools. Some positive changes in SWF school primary pupil attitudes toward being in school and toward doing difficult school work were found. Also, positive changes occurred in SWF school intermediate pupil attitudes toward the importance of doing assignments and learning. In SWF schools the number of pupils referred to principals for disciplinary reasons was reduced. (Author/RC)

ED 107 691 88 TM 004 505
Beard, Eugene McCoy, Shelve A. L.

ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume I. Evaluation Report.

Federal City Coll., Washington, D.C. Center for Graduate Studies in Teaching.

Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date 30 Apr 74

Note—409p.; See TM 004 506 for Vol. 2, statistical methodology and instrumentation; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Achievement Tests, Basic Skills, Community Involvement, *Compensatory Edu-

cation, *Cost Effectiveness, Educational Assessment, Elementary Secondary Education, Federal Programs, Management Information Systems, Mathematics, Parent Participation, Personnel Evaluation, *Program Effectiveness, *Program Evaluation, *Program Improvement, Reading, Self Evaluation, Staff Role, Student Evaluation, Urban Schools

Identifiers—District of Columbia Public Schools, *Elementary Secondary Education Act Title I, ESEA Title I

In order to evaluate ESEA Title I programs conducted during the 1973 school year, an evaluation methodology was developed to provide input from a variety of school personnel and community residents. Specifically the evaluation design provided: (1) qualitative and quantitative data concerning the effectiveness and efficiency of specific Title I components; (2) a cost-effectiveness analysis of the three types of reading materials utilized in the Competitive Reading Partnership; (3) descriptive data concerning the role and effectiveness of instructional and support personnel; (4) assessments of the Title I program by individuals and groups with direct and indirect involvement in its operation; (5) specific recommendations for strengthening future Title I programs, including recommendations concerning particular components and personnel groups. In addition to the actual evaluation, procedures were developed to sustain an effective management and communications system for the Title I program. See TM 004 506 for the instrumentation and statistical methodology employed in this evaluation. (Author/DEP)

ED 107 692 88 TM 004 506
Beard, Eugene McCoy, Shelve A. L.

ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume II. Evaluation Report.

Federal City Coll., Washington, D.C. Center for Graduate Studies in Teaching.

Spons Agency—District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date 30 Apr 74

Note—162p.; See TM 004 505 (Vol. I) for a report of the findings

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—Community Surveys, *Compensatory Education, Cost Effectiveness, Elementary Secondary Education, Federal Programs, Parent Participation, Parents, Parent Teacher Cooperation, Participant Satisfaction, *Personnel Evaluation, Principals, Professional Personnel, *Program Effectiveness, *Program Evaluation, *Questionnaires, Staff Role, Statistical Analysis, Teacher Aides, Teachers, Urban Schools

Identifiers—District of Columbia Public Schools, *Elementary Secondary Education Act Title I, ESEA Title I

The rationale and description of the statistical techniques used in the analysis and evaluation of the reading and mathematics instructional components of the Districts' ESEA Title I programs are outlined. Also included are the 19 questionnaires used to gather staff, administrators, and parents. The data collected from these questionnaires was analyzed with student achievement test data to: (1) determine the effectiveness and efficiency of specific Title I components, (2) provide descriptive data concerning the roles and effectiveness of instructional and support personnel, and (3) to analyze the assessments of the program by individuals and groups with direct and indirect involvement in its operation. (DEP)

ED 107 693 88 TM 004 507
Evaluation Reports of ESEA, Title III Projects: Final Report, FY 1972.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date Sep 72

Note—223p.; Pages 41, 43, 45, 46, 48, and 49 of Section II and page 27 of Section IV are illegible; This does not detract significantly from the quality of the document; Best copy available

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Aurally Handicapped, Children, Disadvantaged Youth, Educational Assessment, *Educational Innovation, *Educational Programs, Elementary Secondary Education, Federal Programs, Handicapped Children,

Open Plan Schools, Parent Education, Parenthood Education, Parent Student Relationship, Preschool Programs, *Program Evaluation, Rubella, Staff Improvement, Unwed Mothers, Urban Schools

Identifiers—District of Columbia Public Schools, *Elementary Secondary Education Act Title III, ESEA Title III

Through Title III of the Elementary Secondary Education Act of 1965, six programs were funded in Washington, D.C. public schools to meet the educational needs of handicapped disadvantaged children. One of the programs, the Columbia Road Pre-School Pilot Project was designed to serve as an experimental model for early childhood education for disadvantaged black youngsters. The second, the Montessori Preschool, served as a vehicle for adopting the Montessori method to the public school setting and to improve the cognitive and social skills of preschool children. Another program, the Continuing Education and Services to School Age Mothers, was to provide educational services to pregnant students and/or mothers and their children. The Rubella Children's Program was designed to provide educational opportunities to multiply handicapped children. Another, Parent-Partner Training Parent Education Program helped students with social and academic problems work with their parents in learning activities. A sixth project, the Training Center for Open Space Schools, facilitated the implementation of open space education primarily by training school personnel to staff them. Full evaluation reports are included for each project. (DEP)

ED 107 694 88 TM 004 508
deJung, John E. Edmonson, Barbara

Measurement of Social Incompetency in Adolescents. Final Report.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date Sep 72

Note—211p.

EDRS Price MF-\$0.76 HC-\$10.78 PLUS POSTAGE

Descriptors—Behavior Problems, Caucasian Students, Emotionally Disturbed, Emotional Maladjustment, Junior High Schools, *Junior High School Students, *Measurement Techniques, Negro Students, Rural Schools, *Socially Maladjusted, Student Attitudes, Student Evaluation, Student School Relationship, *Teacher Attitudes, Testing, *Tests, Urban Schools

Project activities involved: (1) examination of exploratory measures of social incompetency of junior high school adolescents, (2) development and trial of educational units designed in response to problems in black urban schools, and (3) a compilation and review of cross-sectional Test of Social Inference (TSI) data. Extensive test data was obtained from junior high school students and teachers in two white semi-rural and two predominantly black urban schools. Examination of teacher "labelling" of students as socially incompetent (SI) using behavior descriptions and checklist responses revealed considerable individual arbiter idiosyncrasy. In the semi-urban schools, means for students consensually identified as SI were lower on all experimental tests, outside school activity reports, and home interview ratings and also lower with respect to academic and socio-economic measures. In the urban schools, behavior problem students scored lower on nearly all measures of social awareness, school attitudes, self-concepts, social relations with respect to various groups, classroom teacher ratings and interview reports, and school record comments and file data. Statistical analysis revealed a general nonrelatedness among sets of variables and lack of simplified factor structure. (Author/BJG)

ED 107 695 88 TM 004 515
Needs Assessment Package.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

Pub Date 74

Note—65p.; Document not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—Community Involvement, *Educational Assessment, *Educational Needs, *Educational Objectives, Evaluation Methods,

Evaluation Needs, Information Dissemination, *Manuals, Sampling, *State Programs, Student Needs

Identifiers—Georgia

Georgia's Needs Assessment Package, which has many sample forms, includes a procedure which helps to identify short-range and long-range educational needs. This procedure utilizes community participation which broadens the decision-making base and serves to legitimize actual decisions. It utilizes the opinions of professional educators, regardless of their role and also utilizes student opinions. Data-gathering and storing activities are organized into a direct relationship with the learning process, providing an accountability record. (Author/BJG)

ED 107 696 TM 004 520

Alvir, Howard P.

Developing Criterion Measures for Career Path

Modules.

Pub Date 27 Oct 74

Note—54p.

Available from—FILMS, 27 Norwood Street, Albany, New York 12203

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—Administrative Personnel, Career Education, Career Planning, *Criterion Referenced Tests, Norm Referenced Tests, *Programmed Materials, *Self Evaluation, Teachers, *Vocational Development

A HOW-to-do-it kit for educators interested in measuring career path development by utilizing criterion measures with domain objectives is presented in the format of a Self-paced, career path module. A career path refers to the growth from career exploration to career identity. A module is habitually composed of four parts: objectives, pretests, learning environments, and posttests. Criterion-referenced testing (CRT) is contrasted with norm-referenced testing (NRT). CRT stresses mastery and scoring in terms of measurable achievement. Examples are given of CRT items and scoring keys. NRT stresses position in the rank order of a group. NRT is not recommended as an effective measure of career path progress. Diagnostic pretest questions help readers identify needed sections of this document while mastery posttests help readers verify correct comprehension and application of criterion measures. This document is designed for the educator who wants to develop CRT career measures but has a limited budget and timetable. (Author/BJG)

ED 107 697 TM 004 521

Benson, Stephen D. Whittington, Marna C.

Vocational Opinion Index.

Associates for Research in Behavior, Inc., Philadelphia, Pa. Science Center.

Pub Date 73

Note—15p.; For related document, see TM 004 524

Available from—Associates for Research in Behavior, Inc. The Science Center, 34th and Market Streets, Philadelphia, Pennsylvania 19104 (Free)

Document Not Available from EDRS.

Descriptors—*Attitude Tests, Disadvantaged Groups, *Employment, Employment Qualifications, Job Applicants, Job Skills, Job Training, Motivation, *Readiness, *Vocational Adjustment, *Work Attitudes

Identifiers—*Manpower Development Training Program, Vocational Opinion Index

The Vocational Opinion Index (VOI) is an instrument used to measure an individual's job readiness posture (JRP). JRP is a term used to define an individual's attitudes, perceptions, and motivations as they reflect on his ability to obtain and maintain a job. The VOI determines an individual's JRP by assessing three psychological dimensions: attractions to work, losses associated with obtaining and maintaining a job, and barriers to employment. The VOI also provides a diagnosis of the reasons contributing to the individual's classification as a potential non-worker. This diagnosis can be used to develop a remedial prescription to help an individual develop a worker posture. The VOI consists of 58 items which can be administered in 20 minutes. There are two equivalent forms of the Index. Each form is available in English and Spanish. The VOI was designed, tested, and normed specifically for disadvantaged populations. Norms are based on the responses of over 2,000 males and females from

13 Manpower Development Training Centers (MDTA) Programs across the country. The normative sample is comparable to the national MDTA population with respect to age, sex, race, culture, and education. (Author/DEP)

ED 107 698 TM 004 522

Shriver, Edgar L. Foley, John P., Jr.

Evaluating Maintenance Performance: The Development and Tryout of Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report for Period January 1969-May 1974.

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.; URS Systems Corp., Falls Church, Va. Matrix Research Div.

Spans Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

Report No—AFHRL-TR-74-57(II)

Pub Date Sep 74

Note—111p.; For related documents, see TM 004 444, 643, 644 and 645

EDRS Price MF-\$0.76 HC-\$5.70 PLUS

POSTAGE

Descriptors—*Criterion Referenced Tests, Electronic Equipment, *Electronics, *Equipment Maintenance, Military Personnel, Models, *Performance Tests, Scoring, Task Performance, *Test Construction

Identifiers—*Air Force

A battery of criterion referenced job task performance tests (JIPT) for typical electronic maintenance activities were developed. The construction of a battery of such tests together with an appropriate scoring for reporting the results is detailed. The development of a Test Administrators Handbook also is described. This battery is considered to be a model for future criterion JTPT development and is intended for both formal training and field use. The battery includes separate tests for the following classes of job activities: (1) equipment checkout, (2) alignment/calibration, (3) removal/replacement, (4) soldering, (5) use of general and special test equipment, and (6) troubleshooting. (Author/BJG)

ED 107 699 TM 004 523

Gillmore, G. M. Amoss, Pamela

A Preliminary Report on the Anthropology Department Student Ratings Survey.

Washington Univ., Seattle. Educational Assessment Center.

Report No—EAC-283

Pub Date Nov 74

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Class Attendance, Classroom Environment, *Effective Teaching, Evaluation Criteria, Faculty Evaluation, Homework, *Participant Satisfaction, Predictor Variables, *Rating Scales, School Surveys, Statistical Analysis, *Teacher Evaluation, Teacher Rating

Identifiers—EAC Student Ratings Form

The Department of Anthropology and the Educational Assessment Center (EAC) cooperated in a project to assess the effect of certain variables on student ratings of instruction. For this purpose, the entire teaching faculty of the department was requested by the department's Teaching Effectiveness committee to administer the EAC Student Ratings Form to their students. In addition, the faculty was asked to include three special items: (1) Percentage of class meetings of this course you attended this quarter, (2) Percentage of assigned reading completed, and (3) How have factors which are out of the instructor's control influenced your evaluation of this course. Results indicate that class attendance is positively related to teacher ratings, that completion of class assignments is not strongly related to teacher ratings, and that factors outside of the instructor's control have a moderately high correlation with teacher ratings. Since the implications of the findings in the third item are potentially important, the committee will undertake further research. (Author/BJG)

ED 107 700 TM 004 524

Benson, Stephen D. Whittington, Marna C.

Job Readiness Posture Scales: A New Tool to Aid in Transition from Enrollee to Worker Status.

Pub Date [Apr 74]

Note—9p.; Paper presented at Annual Meeting of American Educational Research Association

(Chicago, Illinois, April, 1974); For a related document, see TM 004 521

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Disadvantaged Groups, Employee Attitudes, Employment Problems, Employment Programs, Individual Characteristics, Individual Needs, Job Placement, Job Skills, *Job Training, *Occupational Tests, Self Concept, Teacher Role, *Trainees, *Vocational Adjustment, Vocational Aptitude, *Vocational Education

Identifiers—*Vocational Opinion Index

Successful transition from trainee status to worker status has been shown to be dependent on three factors: adequate skill training, adequate placement opportunities, and appropriate Job Readiness Posture (JRP). The Vocational Opinion Index Transition System (VOITS) was designed to help trainees develop appropriate Job Readiness Posture during skills training. The Transition System uses the VOI to diagnose an individual's JRP areas of concern and to prescribe and implement remedial activities. VOITS was implemented on a pilot basis at four MDT Centers. Results of the pilot implementation indicate the positive impact of the VOITS on center operation and staff effectiveness. (Author)

ED 107 701 TM 004 526

Doggett, Maran

Accountability in Student Evaluation.

Pub Date 70 Oct 74

Note—187p.; Document not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.76 HC Not Available from

EDRS. PLUS POSTAGE

Descriptors—*Achievement Rating, Educational Accountability, Educational Alternatives, Educational Change, *Educational Innovation, *Evaluation Methods, Feedback, Grading, Junior High Schools, Parent Participation, *Participant Satisfaction, Secondary Education, *Student Evaluation, Teacher Participation

The purpose of this project was to work with the professional staff, students, and the community of Belmont Junior High School in developing, implementing, and evaluating a new system of student evaluation and reporting progress to parents. The need for such a system was demonstrated, a philosophy was agreed upon, a report format was developed and periodically evaluated, and subsequent investigation and evaluation revealed positive growth on the part of the professional staff and the students. Positive reactions by fellow administrators, outside evaluators, and the teaching staff suggest that this system, its philosophy, report format, and positive effects on staff and students may be useful in other secondary schools. (Author)

ED 107 702 TM 004 527

Roudabush, Glenn E.

Models for a Beginning Theory of Criterion-Referenced Tests.

Pub Date [Apr 74]

Note—21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Criterion Referenced Tests, Decision Making, *Evaluation Methods, Measurement Techniques, *Models, *Objective Tests, Scores, Statistical Analysis, Student Evaluation, Test Construction, *Testing, Test Reliability, Test Validity, True Scores

In this paper, several models for the psychometric nature of criterion-referenced tests are presented and results derived with implications for test construction, reliability and validity measures, and educational decision making. Both dichotomous and continuous underlying abilities to perform are considered. Illustrative data fitting both cases is also presented. (Author)

ED 107 703 TM 004 530

Carpenter, James B.

Relative Validity of Two Item Formats for Obtaining Length of Service Data from Job Inventories. Interim Report, July '71-August '73.

Air Force Human Resources Lab., Lackland AFB, Tex. Occupational Research Div.

Report No—AFHRL-TR-73-34

Pub Date Sep 73

Note—7p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Codification, Military Personnel, *Military Service, *Occupational Information, *Occupational Tests, *Time, *Validity

As part of a continuing effort to improve existing methodology for development and use of occupational data gathering devices, this report considers the relative validity of two varied item formats for obtaining length of service data; specification in total months versus a combined years and months formulation. The latter format was found to have much greater validity for relatively lengthy time periods but no significant difference was found for shorter periods. An alternative method for obtaining length of service data which employs a computer determination of elapsed time based on respondent provided dates is recommended for operational use. (Author)

ED 107 704 95 TM 004 531

Greenberger, Ellen

The Development of New Measures of Curiosity for Children. Report No. 56.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-56

Bureau No.—61610-03-05

Pub Date Dec 69

Contract—OEC-2-7-061610-0207

Note—58p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Academic Achievement, Arousal Patterns, *Attention Span, Children, Cognitive Ability, *Curiosity, Individual Differences, Personality, Primary Education, Rating Scales, Sex Differences, Stimulus Behavior, Student Attitudes, *Student Evaluation, Student Motivation, Task Performance, Teacher Attitudes, Test Reliability, *Tests

Identifiers—Incongruity Game, Student Behavior Profile

This project has been directed towards the development of procedures for assessing children's curiosity. Better procedures are needed to reach one of the long-range goals of Center Program III: an understanding of the relationship of curiosity to academic achievement and other cognitive skills, styles and motives. This paper reviews briefly some existing curiosity assessment procedures and reports the development of two new measures: the Behavior Profile (BP), used by teachers to rate curiosity (BPC), achievement strivings (BPA), and achievement blocks (BPB); and the Incongruity Game, used to make a direct assessment of curiosity behavior under controlled conditions. Data were collected on these variables and many others for a sample of white middle class children in grades 1-3. The Incongruity Game did not relate in predicted ways to other variables, but the Behavior Profile curiosity subscale did. Among the major findings for the curiosity scale are these: (1) high reliability, (2) positive associations with grades, problem-solving flexibility, and scores on recall of novel information; and (3) somewhat different patterns of relationship among the three Behavior Profile subscale scores, IQ, and cognitive-academic performance for boys and for girls. A selection of findings for BPA and BPB is also presented. (Author)

ED 107 705 95 TM 004 532

Rodgers, Ron

Item and Total Score Characteristics and Correlates of the JIM Scale.

Pub Date [Apr 74]

Note—19p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, Illinois, April 16-18, 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adolescents, Correlation, Grade Point Average, Item Analysis, Motivation, Scores, Secondary Education, Statistical Analysis, *Student Motivation, Student School Relationship, Testing, *Testing Problems, Test Reviews, *Tests, *Test Validity

Identifiers—JIM Scale, *Junior Index of Motivation

The construct of motivation toward school is vaguely defined. The Junior Index of Motivation (JIM Scale) is one of few instruments claiming

validity in measuring motivation toward school among junior and senior high students. This study discusses the shortcomings of the JIM scale, and compares item and total score characteristics and correlates with I. Q. scores, absences and grades. On the basis of these data, current usage of the JIM Scale should proceed with caution. (Author)

ED 107 706 95 TM 004 533

Riegel, R. Hunt

Reliability of Children's Sorting Strategies Using Alternate Forms of the Sort Test. Research Report No. 68.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—RR-68

Bureau No.—332189

Pub Date Aug 74

Grant—OEG-09-332189-4533(032)

Note—20p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Association (Psychological), *Associative Learning, Child Development, Primary Education, *Recall (Psychological), Recognition, Retention, *Sorting Procedures, *Test Reliability, *Tests

Identifiers—*SORTS Test

The responses of young children to two forms of the Sampling Organization and Recall Through Strategies (SORTS) test were compared. Subjects were first, second, and third graders in a Midwestern urban area. Children's SORTS scores, representing the sorting skill levels demonstrated by the children, were derived from a combination of groups formed by the children, their stated reasons for these groups, and experimenter's judgments of their grouping strategies. Scores corresponded to four strategy levels: (1) syncretic strategies, (2) perceptual strategies, (3) low associative strategies, and (4) superordinate and categorical strategies. Results indicate no differences in the scores from two forms of the SORTS test on any of the variables explored. (Author/BJG)

ED 107 707 95 TM 004 534

Boldt, Robert F.

An Approximately Reproducing Scoring Scheme that Aligns Random Response and Omission. Memorandum Report for Period July 1970-July 1971.

Educational Testing Service, Princeton, N.J.

Spons Agency—Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Report No.—AFHRL-TR-74-99

Pub Date Nov 74

Note—9p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Confidence Testing, *Guessing (Tests), *Multiple Choice Tests, *Probability, *Response Style (Tests), Scoring, *Scoring Formulas, Statistical Analysis, Testing

Identifiers—Air Force

One formulation of confidence scoring requires the examinee to indicate as a number his personal probability of the correctness of each alternative in a multiple-choice test. For this formulation a linear transformation of the logarithm of the correct response is maximized if the examinee accurately reports his personal probability. To equate omits scores with choice scores, the transformation can be chosen so that the score is zero if the examinee indicates complete uncertainty. If this is done, the scoring function depends on the number of alternatives. One could also align uncertainty and response omission by granting credit for omitting items, though it is felt this might be hard to explain. (Author)

ED 107 708 95 TM 004 535

Welch, Thomas Alfred

Prediction of Grades and Satisfaction Using the Strong Vocational Interest Blank.

Naval Postgraduate School, Monterey, Calif.

Report No.—AD-784-211

Pub Date Jun 74

Note—56p.

Available from—National Technical Information Service, Springfield, Virginia 22151 (Order No. AD-784 211, MF-\$2.25, HC-\$3.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Biographical Inventories, Criteria, *Grade Prediction, *Interest Tests, Job Satisfaction, *Military Personnel, Military Training, *Participant Satisfaction, Personnel Selection, *Predictive Measurement, Vocational Interests

Identifiers—Navy, *Strong Vocational Interest Blank, SVIB

Research was undertaken to investigate improving selection criteria for several curricula at the Naval Postgraduate School using the Strong Vocational Interest Blank and a biographical questionnaire as indicators of academic success and satisfaction with curriculum and future assignments. The seven curricula investigated were merged into three groups for analysis, and useful predictors of academic success were found for each group. Further effort is required for the prediction of satisfaction. (Author)

ED 107 709 95 TM 004 536

Brown, Thomas A.

An Experiment in Probabilistic Forecasting.

Rand Corp., Santa Monica, Calif.

Spons Agency—Advanced Research Projects Agency (DOD), Washington, D.C.

Report No.—R-944-ARPA

Pub Date Jul 73

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—College Students, *Current Events, *Decision Making, *Futures (of Society), Measurement Techniques, *Prediction, *Probability, Response Style (Tests), Tests, World Affairs

Students were asked to make forecasts of fourteen quantities where true values would not become known for five or six months. The quantities were selected to be typical of the subjects which would be of interest to a decisionmaker in business or government, and included GNP, consumer prices, draft calls, deaths in South Vietnam, and election results on both the state and national level. Rather than giving a one-point estimate for each quantity, each respondent was asked to give a probability distribution which reflected the likely behavior of the quantity in question. It was found that almost all respondents were able to give meaningful distributions and there was a tendency for the true answer to occur disproportionately often in the tails of the distribution given. The effect of this type of error can be counteracted to a certain extent by combining the individual responses into a "consensus" distribution, which will have a greater spread than most of the individuals' distributions. Of the four ways in which this combining of responses was carried out, the most effective was to average the individual's probability density functions. All four consensus methods produced better forecasts than did the average individual. No clear-cut association was found between forecasting skill and age, sex, academic major, or score on a simple current events quiz. (Author/BJG)

ED 107 710 95 TM 004 537

Womer, Frank B. Lehmann, Irvin J.

1973 Assessment Workshops: Final Report.

Spons Agency—Education Commission of the States, Denver, Colo. National Assessment of Educational Progress; Office of Education (DHEW), Washington, D.C.

Pub Date 15 Aug 73

Grant—OEG-0-9-08771-2468

Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—Educational Accountability, Educational Administration, *Educational Assessment, Educational Needs, *Participant Satisfaction, Program Evaluation, *State Departments of Education, State Programs, Surveys, *Workshops

Three 3-day assessment workshops were held in Boulder, Colorado from June 19-29, for personnel in the assessment field from state departments of education. Seventy-six participants from 35 states, Puerto Rico, the Virgin Islands and the District of Columbia attended. Two of the three workshops concentrated on National Assessment as one model for large-scale assessments. Presentations were made by National staff members. The third workshop was held between the other two. The program for this workshop concentrated on seven different state assessments, a report updating on National Assessment, and small group discussion sessions. Presentations were made by state directors of assessment, contractors

representatives, and selected National Assessment staff. Evaluations of the workshops were quite positive. In all three workshops over 90 percent of the responses indicated a desire to attend a follow-up workshop in 1974. Most questions elicited very favorable reactions. The major suggestions for improvement were for more discussion time and better speakers. The things liked best were the opportunity to interact with other assessment persons and to hear about other programs. (Author/DEP)

ED 107 711 TM 004 538

Maola, Joseph And Others

The Ohio Vocational Interest Inventory: A Factor Analysis.

Pub Date [71]

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Factor Analysis, *Factor Structure, Junior High Schools, *Test Interpretation, Test Reliability, *Tests, *Vocational Interests

Identifiers—Ohio Vocational Interest Inventory

The Ohio Vocational Interest Survey (OVIS) has been used as an interest measurement tool measuring student interests toward jobs dealing with data, people and things. The purpose for the present paper was to determine the consistency of the OVIS for measuring these three dimensions through factor analysis. The research findings demonstrated which factors are measured by the instrument. Factor analytic limitations are also described in order to assist the test user's interpretation. (Author)

ED 107 712 95 TM 004 553

Starr, B. James

Psychosocial Maturity: A Preliminary Examination of Validation Techniques. Report No. 157.

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R-157

Pub Date Jun 73

Contract—NE-C-00-3-0113

Note—45p.; Appendices C and D are illegible but do not detract significantly from the document

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Elementary Education, Interpersonal Competence, Matrices, *Maturity Tests, Measurement Techniques, Peer Relationship, Predictive Ability (Testing), *Predictive Validity, *Rating Scales, *Social Maturity, Statistical Analysis, Test Reliability, *Test Validity

Identifiers—*Psychosocial Maturity Scale

Employed were a small sample of fifth graders to examine techniques for assessing the validity of psychosocial maturity (PSM) and the scales used to measure it. Three validation techniques were examined: (1) Data obtained from self-report scales, teacher ratings, and peer ratings were used to generate three multitrait-multimethod matrices (total sample, boys, and girls), and the criteria outlined by Campbell and Fiske (1959) were applied to examine these matrices; (2) a technique was devised to assess the degree to which independent raters could predict the pattern of relationships among PSM and other scale scores; and (3) PSM subscales were used to generate regression coefficients predicting rated traits. Validity studies in general and some implications for the validation of a new PSM scale are discussed. A major implication for future studies is that validation of component subscales of PSM, rather than of the multidimensional construct as a whole, should be attempted. (Author)

ED 107 713 TM 004 558

Reid, J. C.

A Survey of Evaluation Instruments Used in Clinical Clerkships in American Medical Schools.

Pub Date Jul 74

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, Feedback, Formative Evaluation, Measurement Techniques, Medical Education, *Medical Schools, *Medical Students, Objectives, Professional Education, *School Surveys, Student Evaluation, Summative Evaluation, Task Analysis, Testing, Test Reliability, Test Validity

An analysis of the evaluation instruments of clinical clerkships from 54 medical schools was made. Instruments were classified as to purpose, format, and skills measured. Thirty-nine schools used a modified Likert format; a few schools also had a check list of adjectives or short answer questions. Nearly all instruments had some space for general comments. The most frequently evaluated concepts and skills were "knowledge," "getting along well with others," "hard worker," "ability," "dignity," "history-taking," and "performance." Several principles of the design of evaluation instruments were discussed. One of these was that the instrument should be part of an evaluation system, and should evaluate the specific tasks and objectives that have been identified in the first stages of the learning system. Other principles were that the instrument should be similar to the clinical skill, it should not be used for two purposes that have conflicting goals, and it should be reliable and valid. Several suggestions were made to increase the reliability of clinical evaluation instruments. The use of comments as a replacement for the measurement of specific objectives and content sampling was discouraged. (Author/BJG)

ED 107 714 TM 004 559

Rott, Robert K.

Evaluation of Instructional Objectives; Course Design Instrument No. 1: Instructional Objectives.

Pub Date Apr 73

Note—3p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Course Objectives, Curriculum Development, *Evaluation, *Evaluation Methods, Measurement Techniques

The purpose of this instrument is to assist course designers to achieve consensus on the development of instructional objectives written at informational and planning levels. By evaluating each objective in terms of specificity, relevance, instructional context, and taxonomic location, faculty may achieve improved communication of their intent and the meaning of their instructional objectives. (Author)

ED 107 715 95 TM 004 560

Vonderhaar, Kathleen And Others

Tests for Adult Basic Education Teachers. "28 Suggestions for Classroom Teachers".

Missouri Univ., Kansas City. Center for Resource Development in Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Grant—OEG-73-5213

Note—42p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Achievement Tests, *Adult Basic Education, Adult Education, *Adult Students, Diagnostic Tests, Group Tests, Individual Tests, Intelligence Tests, Performance Tests, Placement, Reading Tests, Standardized Tests, Testing, *Test Reviews, Tests, *Test Selection, Verbal Tests

An updated and improved listing of test and measurement items useful in Adult Basic Education Classrooms is provided. Diagnostic, placement, achievement, and group and individual intelligence tests are reviewed. Information on test type and purpose, appropriate grade level, test time, number of forms, the manual, scoring, and format is included. All tests listed were either developed for adults or are tests which have proved useful with adults. The following criteria were used in the selection process: (1) Tests which were written for and/or normed for adults, (2) Other tests which, due to lack of "childish pictures" are not offensive to the adult, and (3) Tests which can be administered and interpreted by a classroom teacher. (Author/BJG)

ED 107 716 TM 004 563

Korotkin, Arthur L.

The Evaluation of Dropout Prevention Programs. American Institutes for Research in the

Behavioral Sciences, Washington, D.C.

Report No.—44900/FR-1

Pub Date Dec 74

Note—50p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Disadvantaged Youth, Dropout Programs, *Dropouts, Educational Innovation, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Evaluation Needs, Feedback, *Formative Evaluation, *Literature Reviews, Measurement Techniques, Occupational Guidance, Program Effectiveness, *Program Evaluation, *Summative Evaluation

The meaning of program evaluation in the context of educational innovation has been expanded to embrace all aspects of a program, both formative and summative. This review seeks to identify meaningful literature on programs related to dropout prevention and the preparation of the disadvantaged for the world of work through vocational training, educational enrichment, and counseling. Only 20 of 100 evaluations of related programs were deemed sufficiently objective for inclusion in this review. Measures used to evaluate related programs ranged from IQ, aptitude, and achievement to personality, attitudes, and interests. It was concluded that there is little in the way of evaluation approaches, techniques, or measures that is not currently incorporated or accounted for in the existing evaluation system designed by Gibbonney and Associates. (Author/BJG)

ED 107 717 95 TM 004 565

The Evaluation of Distributive Education Programs.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 75

Note—22p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Annotated Bibliographies, Business Education, *Distributive Education, *Program Evaluation

An annotated bibliography stressing methods for evaluating distributive education programs or the results of an evaluation of such programs is presented. The bibliography is based on a search of documents announced in Resources in Education (RIE) and journal articles indexed in Current Index to Journals in Education (CIJE). Each entry contains the following information: personal or corporate author, title, place of publication, number of pages, price of the document in microfiche and/or hard copy, and an abstract. A subject index is provided. (Author/BJG)

ED 107 718 TM 004 570

Smith, Helen G. Gilmore, Gerald M.

An Evaluation of Doris Katz' Home Economics 134.

Washington Univ., Seattle. Educational Assessment Center.

Pub Date Mar 75

Note—28p.; Parts of Tables 1 and 2 may be illegible but do not detract significantly from the document

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Clothing Design, *Clothing Instruction, Cost Effectiveness, *Course Evaluation, Course Objectives, *Course Organization, Evaluation Criteria, Higher Education, Home Economics Education, *Home Economics Skills, Individualized Instruction, *Instructional Improvement, Student Attitudes, Student Evaluation, Teacher Rating, Video Tape Recordings

Identifiers—Survey of Student Opinion of Teaching, University of Washington

Home Economics 134 was designed to teach the construction and design of clothing on a basic level for students interested in home economics teaching, professional clothes designing, or just self-enrichment. Budget restrictions over a three year period necessitated the reduction of faculty members available to teach the course from three instructors to one. This teacher faced the problem of accommodating a large number of students with a wide range of abilities who wanted to take the class. Finding scheduled lectures to be inadequate as they required extensive repetition of information, she developed a method of instruction based on self-pacing and heavy use of video tape. Meanwhile, a comprehensive indepth evaluation, which stressed student reactions to her was conducted in order to determine course success. The University of Washington Student Ratings Form is appended. (Author/BJG)

ED 107 719 TM 004 576

Owens, Thomas R. Fehrenbacher, Harry L.
Evaluation of the Community Experiences for
Career Education Program.

Northwest Regional Educational Lab., Portland,
Oreg.
Pub Date [Apr 75]

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Adolescents, Basic Skills, *Career Education, Career Planning, Community Involvement, Community Role, Comparative Analysis, Educational Alternatives, *Field Experience Programs, *Individualized Instruction, Integrated Curriculum, Models, Personal Growth, *Program Evaluation, Secondary Education, Student Attitudes, Student Experience, Testing, Vocational Development

Identifiers—Experience Based Career Education Programs, *Experiential Learning

The Experience-Based Career Education (EBCE) model being developed and tested in four regions of the United States, under the sponsorship of the National Institute of Education, reflects a nationwide interest in discovering new ways to help adolescents handle the psychological, social, and economic complexities of modern life. This paper reports the attempts to integrate and apply diverse research methodologies needed to evaluate an individualized experience-based program. Problems encountered in undertaking the evaluation of the EBCE project called Community Experiences for Career Education (in Tigard, Ore.) and the results of the second-year evaluation there are discussed in this presentation. (Author)

ED 107 720 TM 004 577

Sauls, Judith M. Larson, Robert C.
Exploring National Assessment Data Using Singular Value Decomposition.

Educational Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Pub Date [Apr 75]

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Academic Achievement, Age Differences, Community Characteristics, Demography, *Educational Assessment, Geographic Regions, *Matrices, Measurement Techniques, *National Surveys, Orthogonal Rotation, Parent Education, *Performance Factors, Probability, Race, Sex Differences, Testing

Identifiers—*National Assessment of Educational Progress, Singular Value Decomposition

National data was obtained from 9-year-old, 13-year-old, 17-year-old, and 26 through 35-year-old populations in order to determine academic achievement in nine subject areas. For each age population, group data was calculated and reported by region, sex, color, parents' educational level, and size and type of community. The application of singular value decomposition of nonsquare matrices to this data is described and its relationship to principal components analysis and its data reduction value is explained. Exploratory analyses are being conducted to determine if the same bases occur across age levels, across time from one assessment to its reassessment, and across subject areas. Emphasis will remain on trying to relate the characteristics of exercises to major differences in performance through the use of orthogonal components. (Author/BJG)

ED 107 721 TM 004 579

Cartwright, Glenn F. Derevensky, Jeffrey L.
An Attitudinal Study of Computer-Assisted Testing as a Learning Method.

National Citizens Conference on Rehabilitation of the Disabled and Disadvantaged, Washington, D.C.

Pub Date [Apr 75]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Attitude Tests, College Students, *Computer Assisted Instruction, *Computer Programs, Feedback, Higher Education, Instruction, Learning, Multiple Choice Tests, *Student Attitudes, Student Evaluation, Teaching Methods, *Testing

Identifiers—Canada, *Computer Assisted Testing

The study investigated the effects of exposure to computer-assisted testing (CAT) as an effective instructional method and its effects on attitudes toward computer-assisted instruction (CAI). Five computer quizzes consisting of 20 randomly drawn multiple-choice questions were individually administered on 10 teletype terminals. A feedback mechanism was incorporated in the CAT program and provided detailed explanations of questions. Results indicated that subjects exposed to CAT had significantly more favorable attitudes toward CAI than subjects not exposed to CAI. In addition, CAT was perceived by students to be an effective instructional method in aiding mastery of conceptual and factual material. (Author)

ED 107 722 TM 004 580

Hambleton, Ronald K. And Others
Criterion-Referenced Testing and Measurement: A Review of Technical Issues and Developments.

Pub Date [Apr 75]

Note—102p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$5.70 PLUS POSTAGE

Descriptors—*Course Objectives, *Criterion Referenced Tests, Individualized Instruction, Item Analysis, Literature Reviews, *Measurement Techniques, Psychometrics, Research Needs, Scores, Statistical Analysis, Task Analysis, Test Construction, Testing, *Test Reliability, *Test Validity

Identifiers—Tailored Testing

The success of objectives-based programs depends to a considerable extent on how effectively students and teachers assess mastery of objectives and make decisions for future instruction. While educators disagree on the usefulness of criterion-referenced tests the position taken in this monograph is that criterion-referenced tests are useful, and that their usefulness will be enhanced by developing testing methods and decision procedures specifically designed for their use within the context of objectives-based programs. This monograph serves as a review and an integration of existing literature relating to the theory and practice of criterion-referenced testing with an emphasis on psychometric and statistical matters, and provides a foundation on which to design further research studies. Specifically, the material is organized around the following topics: Definitions of criterion-referenced tests and measurements, test development and validation, statistical issues in criterion-referenced measurement, selected psychometric issues, tailored testing research, description of a typical objectives-based program, and suggestions for further research. The two types of criterion-referenced tests focused on are: Estimation of "mastery scores" or "domain scores", and the allocation of individuals to "mastery states" on the objectives in a program. (Author/BJG)

ED 107 723 TM 004 581

Borich, Gary D. Malitz, David
Convergent and Discriminant Validation of Three Classroom Observation Systems: A Proposed Model.

Note—16p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Behavior, *Classroom Observation Techniques, Comparative Analysis, Evaluation Methods, Interaction, Interaction Process Analysis, *Models, Teacher Education, *Test Validity, Video Tape Recording

Evaluated is the validity of the behavioral categories held in common among three classroom observation systems. The validity model employed was that reported by Campbell and Fiske (1959) which requires that both convergent and discriminant validity be demonstrated. These procedures were applied to data obtained from the videotapes of 62 teacher trainees to ascertain their usefulness and applicability as a model for the validation of classroom observation systems. The validation procedures employed in this study were found to be an economical and useful

method for examining the validity of all classroom observation systems. The advantages and limitations of the method employed are discussed. (Author)

ED 107 724 TM 004 582

Grosswald, Jules
Large-Scale Standardized Testing Programs—New Vistas in User Oriented Reporting.

Pub Date [Apr 75]

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Achievement Tests, Data Analysis, Decision Making, Evaluation Methods, Item Analysis, Models, *Records (Forms), Scores, *Standardized Tests, *Student Evaluation, Testing, Testing Programs, *Test Results

Much of the intrinsic wealth of planning and instructional information available from achievement testing programs goes untapped in typical reporting procedures. Large-scale programs reporting only pupil scores and the results of aggregating those scores stop far short of the purposes intended and fail to realize the potential of such information. Providing a rationale for and a description of user-oriented reports and reporting procedures, the discussion focuses on individual pupil performance, class analyses for teachers and counselors, grade-within-school performance for principals and school staff, and system-wide grade performance for central administrative staff. The models used could lead to greater understanding, utilization and implementation of the data. (Author)

ED 107 725 TM 004 583

Shaycraft, Marion F.
The "Closed School-Cluster" Method of Selecting a Probability Sample.

Pub Date [Apr 75]

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—*Cluster Grouping, Cost Effectiveness, Cross Sectional Studies, Educational Research, Longitudinal Studies, Matched Groups, *Probability, Research Design, *Sampling, *Schools

In some educational research studies—particularly longitudinal studies requiring a probability sample of schools and spanning a wide range of grades—it is desirable to so select the sample that schools at different levels (e.g., elementary and secondary) "correspond." This has often proved unachievable, using standard methods of selecting school samples. The "closed school-cluster" method, a way of selecting a probability sample with the desired characteristics, has now been developed. Its description and the instructions for implementing it are presented, along with the necessary formulas, including one for determining differential weights for the students in the sample. (Author)

ED 107 726 TM 004 584

Elliott, Muriel C.
Teacher Outcomes Studies: The Development of Methods for Obtaining Teacher Estimates of Minimal and Desired Student Performance.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Pub Date [7 Dec 74]

Note—89p.; Paper presented at the Annual Meeting of the Southeastern Invitational Conference on Measurement in Education (Knoxville, Tennessee, December 1974)

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—Academic Achievement, Elementary Education, *Elementary School Students, Evaluation Criteria, Expectation, Performance, Prediction, Questionnaires, *Reading Achievement, Reading Skills, *Reading Tests, *Standards, Student Evaluation, *Teacher Attitudes, Teachers

This report discusses the development of procedures for establishing teacher estimates of minimal acceptable, desired, and predicted levels of student performance on specific reading items and across reading skill areas. Statewide estimates

were obtained by collecting and averaging item estimates from samples of teachers throughout the state, and district-wide estimates were obtained by collecting item estimates from groups of teachers using consensus procedures. Item estimates have been compared directly to student performance on the items, and individual item estimates have been averaged across reading skill areas for comparison with student performance across the same skill areas. The minimal acceptable and desired estimates across skill areas have been used as criterion measures to establish relative strengths and weaknesses in student performance. These criterion measures have also been used in conjunction with normative measures across the same skill areas to establish a more complete profile of the adequacy of student performance. Teacher outcomes studies have been conducted in three assessment projects. The pilot study was conducted during the 1973-74 9-year-old Minnesota Reading Assessment. The questionnaire contained 22 items across four reading domains and various difficulty levels. The 22 items were selected from the 189 items administered to students in one of three independent student samples. The teacher samples consisted of third and fourth grade classroom teachers and reading specialists in a subsample of the schools in each of the student samples. (Author/DEP)

ED 107 727 TM 004 586

Farber, Irvin J.

The Evaluation Supervisor as Internal Auditor.

Pub Date [Apr 75]

Note—7p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Administrator Attitudes, *Administrator Responsibility, *Administrator Role, *Evaluation, Evaluation Methods, Interaction, Professional Personnel, *Research Problems, Staff Role, *Supervisors

The role of the evaluation supervisor as internal auditor and his or her responsibility for assuring the independence and objectivity of evaluation results are discussed. Four sources of compromise of objectivity are discussed: factual, political, involvement, and affective. The first two sources of compromise cannot be accepted. A code of ethical evaluation practices is needed to deal with them. The second two sources of compromise arise from people's relating to other people. Knowledge of these relationships enables the evaluation supervisor to deal as an auditor with effects. The relationship of the evaluation supervisor to the evaluator and the program manager are discussed. (Author)

ED 107 728 TM 004 587

Bradley, Robert H. Caldwell, Betty M.

Early Home Environment and Changes in Mental Test Performance in Children from 6 to 36 Months.

Spons Agency—Carnegie Corp. of New York, N.Y.; Office of Child Development (DHEW), Washington, D.C.

Pub Date [74]

Note—8p; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 3, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Child Development, *Environmental Influences, Family Environment, Infant Behavior, *Infants, Intellectual Development, *Intelligence, Intelligence Tests, *Parent Child Relationship, Parent Influence, Testing, Test Results

The present investigation examined the ability of the Inventory of Home Stimulation (STIM) to predict changes in relative mental test performance of children between 6 months and 36 months of age. The six STIM subscales were used in discriminant analysis to classify infants into three groups (gainers, stable, losers) in terms of their change in relative mental test performance between 6 and 36 months. Significant discrimination was possible using the six subscales. The data also indicate that IQ gains for infants, like IQ gains for older children, appear related to parents' acceleration and encouragement of intellectual development. (Author)

ED 107 729

Collins, Tom R.

The Importance of Assessment Instrument Development.

Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.

Pub Date [7 Dec 74]

Note—5p; Paper presented at the Southeastern Invitational Conference on Measurement in Education (Knoxville, Tennessee, December 1974)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—*Educational Assessment, Elementary Secondary Education, *Instrumentation, Performance Factors, Questionnaires, Reading Achievement, Socioeconomic Status, *State Programs, State Surveys, Student Attitudes, Student Evaluation, Test Construction

Instruments and questionnaires developed for gathering data on students and the schools they attend should be assessed. This was done for those instruments and questionnaires used in the reading assessment of the first year of the Minnesota Educational Assessment Program. General findings are: (1) Student socioeconomic status is strongly associated with reading performance; (2) Opinion ratings showed no relationship to performance; and (3) Questions probing the content of student attitudes toward school showed a significant relationship with student reading performance. It is pointed out that questions, regardless of whether they are addressed to students, teachers, or principals, should be as specific as possible so that complexities of attitudes, aspirations, or behavior may become apparent. It is concluded that greater attention to instrumentation can provide assessment results of greater utility. (Author/BJG)

ED 107 730 TM 004 592

Samers, Bernard N. And Others

Evaluation of Methodology for Estimating the Cost of Air Force On-The-Job Training. Final Report.

Cooper and Co., Stamford, Conn.

Spons Agency—Air Force Human Resources Lab., Lackland AFB, Tex. Manpower and Personnel Systems Div.

Report No.—AFHRL-TR-74-73

Pub Date Nov 74

Note—61p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Cost Effectiveness, Efficiency, *Methods Research, *Military Personnel, Military Training, Models, *On the Job Training, Program Costs, Program Effectiveness, *Questionnaires, Resource Allocations, Surveys, Systems Analysis

Identifiers—*Air Force

Described is the final phase of a study directed at the development of an on-the-job training (OJT) costing methodology. Utilizing a modification of survey techniques tested and evaluated during the previous phase, estimates were obtained for the cost of OJT for airman training from the I-level (unskilled to the 3-level (semiskilled) in five category B Air Force specialties. The specialties studied were pavement maintenance, fire protection, food service, fuel service, and material facilities. The cost per graduate of OJT for these specialties was compared to the cost per graduate of resident school technical training. For three of the five specialties, OJT cost per graduate was below the technical training school cost per graduate. Supervisors were surveyed to determine if there was a difference in performance between OJT and technical school graduates in these AFS's. As was true in the previous phase, no evidence was obtained to support the hypothesis that either OJT or technical school graduates were superior in performance. Conditional cost models were also formulated and tested. The conditional cost models are based on an alternative or opportunity cost concept and represent a refinement of the original cost models. (Author/BJG)

ED 107 731

Yasutake, Joseph Y.

The Effects of Pacing and Mode of Adjunct Questions on Short and Long Term Retention of Writtle Materials.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.

Spons Agency—Air Force Human Resources Lab., Brooks AFB, Texas.

TM 004 589

Report No.—AFHRL-TR-74-72

Pub Date Oct 74

Note—71p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—Feedback, *Instructional Improvement, Military Personnel, *Programed Instruction, *Questioning Techniques, Reinforcement, *Retention, Teaching Methods, *Teaching Techniques

Identifiers—*Air Force

This report summarizes the results of a study to determine the overall effectiveness of adjunct programming techniques and to determine further whether the form and frequency of self-test questions contained in the adjunct program have differential effects on learning. Four formats of adjunct programs were used by different groups as a supplement while reading text on military justice. A fifth group read the text without the aid of an adjunct program. Results are discussed in terms of short and long term effects on the retention of incidental and relevant information. (Author)

UD

ED 107 732

Jayatilake, Raja

Human Relations in the Classroom: An Annotated Bibliography. Supplement 4. ERIC-CUE Urban Disadvantaged Series, Number 41.

Columbia Univ., New York, N.Y. ERIC Clearinghouse on the Urban Disadvantaged.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 75

Contract—NE-C-400-75-0008

Note—58p; For earlier bibliographies, see ED 051 315, 064 417, 079 437, and 102 226

Available from—Institute of Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, New York 10027 (\$2.50)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—African American Studies, *Annotated Bibliographies, Changing Attitudes, Classroom Environment, Cultural Differences, Curriculum Development, Ethnic Studies, *Human Relations, Mexican Americans, Puerto Ricans, *Race Relations, Spanish Speaking, *Student Attitudes, *Teacher Attitudes

This bibliography is an annual supplement to the first bibliography on human relations in the classroom (ED 051 315); it includes documents announced in the 1974 issues of "Research in Education" and journal articles cited in the 1974 issues of "Current Index to Journals in Education," and contains references to published books, documents, journal articles, and unpublished articles in the ERIC system. Citations in the bibliography encompass such concepts and issues as: activism, African American studies, American Indians, aspiration, changing attitudes, classroom environment, cross cultural training, cultural differences, curriculum development, ethnic groups, human relations, interpersonal relationships, motivation, music education, Negro attitudes, self-concept, Puerto Ricans, Mexican Americans, student needs and characteristics, social influences; student attitudes, student teacher relationships, teacher attitudes, teacher education and institutes, and testing. Citations for documents are each followed by an annotation edited to suit the purposes of the bibliography; journal articles listed are followed by subject headings, and in many instances by brief annotations. In this fourth annual supplement, lengthy document abstracts have once again been dropped in favor of brief annotations, supplemented by appropriate subject headings. (Author/JM)

ED 107 733

Reutter, E. Edmund

Tests and Employment Discrimination.

Columbia Univ., New York, N.Y. Inst. of Administrative Research.

Pub Date Mar 75

Note—5p; Research Bulletin, Volume 15, Number 3, March 1975; This document has been reproduced from the best available copy

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

UD 015 000

UD 015 093

Descriptors—Certification, Civil Rights, Educational Administration, Employment Patterns, Employment Practices, *Employment Qualifications, Federal Court Litigation, Intelligence Tests, Racial Discrimination, *Screening Tests, *Supervisor Qualifications, *Supreme Court Litigation, *Test Bias

Identifiers—New York City, North Carolina
In March of 1971, the Supreme Court of the United States ruled that "if an employment practice which operates to exclude Negroes cannot be shown to be related to job performance, the practice is prohibited." Although the decided case concerned discrimination on the basis of race, the act also bars discrimination because of religion, sex, or national origin. The instant case was brought as a class action by black employees of a North Carolina plant of the privately owned Duke Power Company. Some four months after this Supreme Court decision, a Federal District Court issued an injunction halting the use in the New York City school system of certain examinations as a basis for appointment to supervisory or administrative posts. This court, although noting "Griggs vs. Duke Power Company", based its ruling on constitutional grounds. At the time the suit was instituted, obtaining a permanent supervisory position required not only meeting State certification requirements but also obtaining a City license. The latter was attainable only on passing an examination prepared by the Board of Examiners. Plaintiffs were a black and a Puerto Rican, both of whom had State Certificates, met educational and experience requirements of the City Board, and were serving as acting principals of elementary schools. (Author/JM)

ED 107 734 UD 015 125

Cosby, Arthur G. And Others

Racial Models of the Consistency of Occupational Status Projections: Submodeling Using the Heise Path-Panel Method. Preliminary Draft.

Spons Agency—Department of Agriculture, Washington, D.C.; Texas A and M Univ., College Station. Texas Agricultural Experiment Station.

Report No.—TAES-H-2811; USDA-CSRS-P-S-81
Pub Date Mar 73

Note—36p.; Paper presented at the Annual Meeting of the Southwestern Sociological Association (Dallas, Texas, March 1973)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Caucasians, *Critical Path Method, Demography, Economic Factors, Expectation, Individual Characteristics, Longitudinal Studies, *Models, Negro Youth, *Occupational Aspiration, Occupational Surveys, Racial Differences, *Rural Youth, *Social Mobility, Southern States

Identifiers—Texas

This report focused on the goal of investigating, within a path analytic framework, the stability and interplay of two occupational status projection variables in a Texas sample. More specifically, the dynamics of occupational aspirations and occupational expectations, observed in a three-wave rural youth panel, were analyzed using the two-variable, path analytic technique for panel data developed by Heise. Standardized data were collected in a six year, three-wave panel of youth from six southern states. Levels of occupational aspirations and expectations were operationalized as follows. Occupational aspirations were determined by written responses to the open-ended question, "If you were completely free to choose any job, what would you most desire as a lifetime job?" Occupational expectations were similarly determined. The analysis generally supported the strategy of racial submodeling of mobility processes. That is, the dynamics of occupational aspirations and expectations in the black panel differed sufficiently from the dynamics of the white panel that the composite model would obscure the nature of the change. Findings also supported the contention that status projections are highly dynamic phenomena subject to process submodeling. (Author/JM)

ED 107 735 UD 015 128

Summers, Anita A. Wolfe, Barbara L.

Intradistrict Distribution of School Resources to the Disadvantaged: Evidence for the Courts.
Federal Reserve Bank of Philadelphia, Pa.
Pub Date 74
Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Bias, *Court Litigation, Educational Administration, Educational Assessment, Educational Needs, Educational Resources, Legal Problems, *Research Methodology, *Resource Allocations, School Conditions, School Demography, *School District Spending, Statistical Analysis

Identifiers—*Pennsylvania

This paper details a method for investigating the equity aspects of distributions within school districts of educational resources. To illustrate how to systematically examine in detail the allocation of school resources, the relationship between the distribution of a large number of resources among Philadelphia's public schools and the distribution of black and low-income pupils among the schools was determined. It is concluded that when plaintiffs use aggregate and few measurements (per pupil expenditures, for example), defendants and the courts will have little difficulty in establishing that proof that any particular pattern of resource distribution indicates the achievement of equality of educational opportunity. It is held that only the extent to which the allocation matches flat—the district's public policies of allocation—can be demonstrated; if unequal resource allocations are found, then the source of the flat must be determined. Finally, it is argued that what is clearly needed is matching well-defined objectives of a school system with well-defined evidence of which school inputs are most relevant for which type of student. (Author/JM)

ED 107 736 UD 015 129

Summers, Anita A. Wolfe, Barbara L.

Equality of Educational Opportunity Quantified: A Production Function Approach.
Federal Reserve Bank of Philadelphia, Pa.

Pub Date 75

Note—69p.; Philadelphia Federal Research Papers; Paper prepared for presentation at the Econometric Society Winter Meeting (December 27-30, 1974)

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Academic Achievement, Educational Economics, Educational Policy, Educational Resources, Family Background, *Input Output Analysis, Productivity, Resource Allocations, School Environment, *School Role, Socioeconomic Status, *Statistical Analysis, *Student Characteristics

Identifiers—Pennsylvania, Philadelphia

This paper discusses a statistical analysis of the impact on student learning of socioeconomic characteristics, certain aspects of the school environment, and the amount of educational resources expended on students. It is felt that the analysis is quite similar to what economists do when they estimate production functions for firms; but that there are several features unique to education, the most important being that the costs of the inputs to education (e.g., teacher salaries) do not vary with the value of the outputs of education (e.g., academic achievement). In an education production function, then, the value of the inputs must be directly estimated, without reference to price. The techniques appropriate to economic agents which maximize the value of outputs according to the cost of inputs are not applicable. The data base was provided by the Philadelphia school district. From pupil files, as of 1970-71 or 1971-72, detailed data were obtained for 627 sixth grade students in 103 elementary schools, for 553 eighth grade students in 42 junior high schools, and 716 twelfth grade students in five senior high schools. The results of the study are interpreted as suggesting that student achievement is increased when school resources are applied differentially to low income vs. high income students, black vs. non-black students, and, most clearly, to low-achieving vs. high-achieving students. (Author/JM)

ED 107 737 UD 015 173

Wagner, Thomas E.

Urban Appalachian School Children: The Least Understood of all. Working Paper No. 6.
Urban Appalachian Council, Cincinnati, Ohio.

Pub Date Jan 75

Note—24p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Demography, *Educational Problems, Family Background, *Junior High School Students, *Migrant Child Education, Psychological Patterns, Racial Attitudes, Self Concept, *Student Characteristics, Student Enrollment, Student Teacher Relationship, *Urban Youth

Identifiers—Cincinnati, Ohio

This study focused on Appalachian migrant children attending certain urban junior high schools in the Cincinnati, Ohio area. The primary source of data on the individual students was an interview combined with as much observation as possible during the interview. A profile of the urban Appalachian student was drawn from the data. Highlights include the following: the eighth grade Appalachian migrant student is approximately 13 and one-half years old and, like his parents, probably was born in a southern Appalachian county; he has attended at least two elementary schools prior to enrolling at the junior high level; both of his parents work, usually at some form of unskilled labor; his attitude toward the school can be described as neutral; he prefers those teachers and administrators who are friendly and personable; in turn, he will be open and friendly; if placed in a threatening or difficult situation by a student, teacher, or administrator he will tend to withdraw; he has average grades and attendance patterns; and, if he attends a school where there are blacks, he will not understand the blacks and will tend to keep to himself or to associate only with other white students. The study concludes that, as a student, he is little understood by his teachers, counselors, and administrators. (Author/JM)

ED 107 738 UD 015 175

Levine, Daniel U. Doll, Russell C.

Inner-City Schools and the Beginning Teacher: A Dialogue.

Phi Delta Kappa, Bloomington, Ind. Commission of Education, Human Rights, and Responsibilities.

Pub Date 66

Note—33p.

Available from—Phi Delta Kappa, 8th and Union Streets, Bloomington, Indiana 47401 (\$0.50)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Beginning Teachers, Classroom Communication, Disadvantaged Youth, *Educational Problems, *Inner City, Low Income, Student Attitudes, Student Needs, Student Teacher Relationship, Teacher Role, *Teaching Guides, Urban Environment, Urban Language, *Urban Teaching

This booklet addresses the beginning teacher whose assignment is an inner-city school. It advocates that each new teacher in the inner city should have what amounts of a self-administered interview schedule, focusing on points one needs to keep uppermost in one's mind if one wishes to be effective in working with low-income youth. This protocol focuses on 11 issues: (1) recognizing, understanding, and taking into account the conditions in which many of the students grow up; (2) the lack of experience with, and knowledge of, even the most basic words, concepts, and facts of many disadvantaged students; (3) the negative factors in the child's environment that might influence judgments of his potential; (4) the interpretation of student reactions; (5) recognizing and using positive forces in the students' neighborhood; (6) the danger of too openly and too frequently exhorting students to try harder in order to ensure themselves of successful careers as adults; (7) the danger of "giving up" on students; (8) acceptance or rejection of inner-city students' language; (9) the feelings of insecurity which most disadvantaged students feel in school; (10) expectations of the teacher regarding his role in an inner-city school; and (11) deciding on priorities in professional and personal life. (JM)

ED 107 739 UD 015 267

Watson, Bernard C.

In Spite of the System: The Individual and Educational Reform.

Pub Date 74

Note—121p.

Available from—Ballinger Publishing Company, 17 Dunster Street, Cambridge, Massachusetts 02138 (\$10.00, cloth)

Document Not Available from EDRS.

Descriptors—*Administrator Role, *Case Studies, Decentralization, *Educational Change, *Educational Policy, Governance, Principals, Public Policy, School Community Relationship, School Organization, School Role, Social Structure, Special Education Teachers, *Urban Education

This book opens with a discussion of the impact of education in reducing inequality—educational, socioeconomic, and otherwise. The topic of public policy and education is explored, and the work of Christopher Jencks and his associates, published in late 1972 as "Inequality: A Reassessment of the Effect of Family and Schooling in America," is reviewed. The focus then shifts to the role of the school as context for the role of school principal. An historical perspective is taken in an attempt to understand more fully the way principals, teachers, and individual schools have operated. Among the topics discussed are the principal's role, the principal's training, decentralization of educational administration, and the nature—and reactions to—community control of school governance. Following this discussion, the stories of three institutions and the key individuals in them are told. The final focus falls on the relationship of advocacy to education. The development of a policy of skills, empowerment, and humaneness is discussed. Among the topics discussed in relation to this focus are "Crisis, Despair, and Symbolic Crusades" and "The New Elitists." The problem of objectivity in social science is noted. Also included is a "Postscript" in which the emphasis is placed on the importance of caring for the youth in their charge by school teachers and administrators. (JM)

ED 107 740 **UD 015 269**

Jacobson, Cardell K.

Some Effects of Inter-Group Contact Among Black, White, and Latin Milwaukee Students.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; Wisconsin Univ., Milwaukee. Language and Area Center for Latin America.

Pub Date Feb 75

Note—52p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS POSTAGE

Descriptors—*Anti Social Behavior, Caucasian Students, Family Background, Longitudinal Studies, Negro Students, Peer Groups, Political Attitudes, *Race Relations, Racial Attitudes, *Racial Balance, Socioeconomic Status, Spanish Speaking, *Student Attitudes, *Urban Schools

Identifiers—Milwaukee, Wisconsin

This study focuses on several questions about racial and ethnic contact in the Milwaukee Public Schools: the kinds of good intraracial and intraethnic contact that have occurred; how much of the conflict is interracial and how much is intraracial; when conflict occurs, which members of the groups are victimized; who the victims of thefts are; who are assaulted, embarrassed, humiliated, or put down because of race, ethnic origin, physical characteristics, or ability. The effects of this conflict and victimization may have on the students' subsequent attitudes and feelings, their career choices, and their academic performance are examined. Also examined are the socioeconomic and educational backgrounds of the parents. A second group of questions concern the effects that racial conflict and other school experiences have in drawing or driving students into integrationist versus separatist (segregationist) positions. This study is based on a longitudinal design in which the same students have been interviewed and will be re-interviewed two times more during two different years. In this report, the correlates of separatist versus integrationist sentiments are discussed, but the direction of causality is held to be undeterminable until further accumulation of data. (Author/JM)

ED 107 741 **UD 015 271**

Burnett, Jacquetta H., Ed.

Computer Assisted Processing of Ethnographic Data. Volume 2 Part 1 of Final Report: Anthropological Study of Disability From Educational Problems of Puerto Rican Youths.

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 72

Note—99p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS POSTAGE

Descriptors—*Anthropology, Automatic Indexing, *Computer Programs, Data Analysis, Data Processing, Educational Research, *Electronic Data Processing, Ethnology, *Field Studies, Information Utilization, Input Output Devices, Research Methodology, Research Problems, Technological Advancement

The main purpose in developing the "package" of computer programs described in this guide is to use the automated capability of computers in the enormous job of handling anthropological field data. It is held that ethnography may be threatened with obsolescence simply because so many man hours are involved in filing and sorting these types of data. One section discusses the procedures for getting the data from the field onto the computer in such a form that the researcher and computer can carry on from there with a minimum of clerk man-hour assistance. Another section introduces one to the program package. It gives an account of the requirements for using the programs on a computer installation and introduces important conventions which explain the reasons for many of the rules discussed in a subsequent section under key punching and copy editing. The next section discusses input-output routines and presents in some detail how one prepares jobs for the program package. The last five sections focus on various programs. Appendix A describes the procedure for transferring the data to tape for long term storage and/or as a duplicate copy. Appendixes B and C describes sample uses of the program package. A glossary of program package terms appears at the end of the guide. (Author/JM)

ED 107 742 **UD 015 272**

Burnett, Jacquetta Hill

Social Structures, Ideologies, and Culture Codes in Occupational Development of Puerto Rican Youths. Volume 1 of Final Report, Anthropological Study of Disability From Educational Problems of Puerto Rican Youths.

Illinois Univ., Urbana. Bureau of Educational Research.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date 74

Note—336p.; For Volume II, Part I, of this report, see UD015171; For Volume II, Part II, see ED099276

Available from—Bureau of Educational Research, University of Illinois, Urbana, Illinois 61801 (Price not quoted)

EDRS Price MF-\$0.76 HC Not Available from EDRS. PLUS POSTAGE

Descriptors—*Academic Failure, Acculturation, Achievement Need, Career Choice, *Cultural Factors, Economically Disadvantaged, Educational Anthropology, Educational Needs, Educational Problems, *Employment Problems, Field Studies, *Puerto Ricans, Social Mobility, *Urban Youth

Identifiers—Chicago, Illinois

The question of how educational failures lead to or contribute to occupational disability was studied in a youthful Puerto Rican population in an economically poor neighborhood and school district of Chicago. Anthropological field research techniques, supplemented by scheduled interviews and questionnaires, were used to collect qualitative and quantitative data over a two year period, from an original sample of 30 youths, ranging from 13 to 16 years of age, their parents, and their teachers. Quantitative data from youths and parents were analyzed by ethnicity and two categories of length-of-residence on the mainland (non-Puerto Rican families; long-term Puerto Rican families, or short-term Puerto Rican families). Results are stated to show that the Puerto Rican population in this low-income sector contains a probably substantial population of high achievement oriented and upwardly mobile families, as well as Puerto Ricans approximating characteristics commonly used to describe the whole Puerto Rican population. The report concludes that, in general, lack of motivation or desire seemed not to be the key to the development of educational and career-entry disabilities observed in youths in the area, but rather a lack of several optional means of reaching educational and occupational goals when problems blocked progress. (Author/JM)

ED 107 743

Townsel, Charles W.

Curriculum Designed for Urban Education—Cognitive Style Mapping of Students.

Pub Date [75]

Note—12p.

EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Academic Achievement, Cognitive Development, *Cognitive Processes, *Curriculum Development, Educational Planning, *Elementary Education, Individual Characteristics, *Individualized Instruction, Student Characteristics, Thought Processes, *Urban Education, Urban Teaching

Identifiers—California

This document describes a "Cognitive Style Mapping of Students" curriculum in use in the Del Paso Heights School District. In this curriculum, the "cognitive style of the individual" is thought to represent a conglomerate of three "educational sciences": "Symbols and their Meanings," "Cultural Determinants," and "Modalities of Inference." "Symbols and their Meanings" is defined as that area concerned with how an individual seeks meaning from his environment (either through listening or reading), how he perceives, how he responds, and how he relates to feelings, commitments and values. These characteristics are referred to as theoretical and qualitative elements in the individual's cognitive style. "Cultural Determinants" are defined as indicators of how cultural influences affect the way the individual gives meaning to symbols and how he gets meaning from the symbols he uses. "Modalities of Inferences" have to do with how an individual thinks or makes a decision. These three "sciences" comprise the fourth "science" "Cognitive Style of the Individual." A graphic illustration of an individual's status in each science is called a cognitive style map. Each student has his own map—his own cognitive style—which is identified by the teacher. This map is used by the teacher to plan the student's instructional program. (Author/JM)

ED 107 744 **UD 015 278**

Russell, William

The Black Population: Location, Migration and Education.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Pub Date 5 Oct 72

Note—29p.

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—*Academic Achievement, Census Figures, *Demography, Early Childhood Education, Geographic Distribution, *Geographic Location, Metropolitan Areas, *Migration Patterns, *Negroes, Preschool Education, Racial Distribution, Student Enrollment, Urban Population

Identifiers—California

In this report, the black population of the U.S. is examined for patterns of residence and education, using information developed by the U.S. Bureau of the Census in 1970 and 1971. Selected census statistics are reported. A unit of black urban concentration somewhat different from the standard metropolitan statistical area used by the Bureau of the Census is defined. A North/South regional classification slightly different from that used by the Bureau is used. In terms of these classificatory devices, it is stated that it is shown that over 95 percent of the non-Southern blacks live in 14 states. These states contain all non-Southern urban concentrations of 50,000 or more blacks. Over 86 percent of non-Southern blacks reside in these urban concentrations. California is singled out for closer examination. A comparison is made between the median educational attainment of the black, Spanish heritage, and total populations of selected areas in California. Blacks attain a lower median grade level than the total population but a higher grade level than the Spanish heritage population. It is shown that there was a higher proportion of elementary age children in the black population of California than in the total California population. The proportion in the Spanish heritage population was even higher, however. (Author/JM)

ED 107 745 **UD 015 279**
Focus on Promising Practices of Needs Assessment.

California State Dept. of Education, Sacramento.
Bureau of Program Planning and Development.
Pub Date 74
Note—59p.

EDRS Price MF-\$0.76 HC-\$3.32 PLUS

POSTAGE

Descriptors—*Compensatory Education Programs, *Educational Assessment, Educational Finance, *Educational Needs, Educational Planning, Educational Programs, Intergroup Relations, Parent Participation, *Program Development, Project Applications, Pupil Personnel Services, School Districts

Identifiers—California

The California State Department of Education and 33 California school districts contributed articles to this compendium focusing on the assessment of educational needs. It is noted that a crucial stage in the development of effective programs for pupils, as well as for requesting State and Federal funds, is the assessment of educational needs. A seven step process of needs assessment is advocated by the California State Department of Education, including: (1) identification of the disadvantaged pupils; (2) collection of all relevant data concerning these pupils, their family background, and their communities; (3) comprehensive diagnosis of pupil deficiencies; (4) analysis and classification of the most common needs; (5) deciding on action priorities; (6) identification of resources available within the school and community for supporting the planned program; and (7) locating the program in time and space, as well as establishing its legal limits. Two articles are contributed by school districts administering cooperative programs: "Needs-Assessment Procedures for a Cooperative Program" (Eureka City Elementary and High School Districts and Cutten Elementary School District) and "Techniques for a Needs Analysis in a Cooperative Project" (Sylvan Union, Stanislaus Union, and Salida Union Elementary School Districts). (JM)

ED 107 746

UD 015 280

Fitz-Gibbon, Carol Taylor

Improving Practices in Inner-City Schools: Two Contributions.

Pub Date Apr 75

Note—18p.; Paper presented at the American Educational Research Association annual meeting (Washington, D.C., April, 1975)

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Academic Ability, Academic Achievement, Arithmetic, *Cross Age Teaching, *Educational Diagnosis, Educational Research, *Inner City, *Junior High School Students, Negro Students, *Student Motivation

Identifiers—California, California Achievement

Tests, California Test Mental Maturity, Ravens

Standard Progressive Matrices, Wechsler Intelligence Scale Children

Two studies are briefly reported here, one concerned with a method for locating high ability inner-city students, and the other dealing with a method of motivating low achieving inner-city students. Both studies drew on a population of black junior high school students, eighth and ninth graders, 14, 15, and 16 years of age. In the first study, four potential screening measures were applied to the eighth grade of an inner-city junior high school. For each measure, the students in the top two percent on that measure were given the Advanced Progressive Matrices test and then the Wechsler Intelligence Scale for Children (WISC). The WISC performance scores were taken as the criterion identifying the top nine students (approximately two percent), who were to be designated "mentally gifted" within this population. The second study investigated a method of motivating low-achieving junior high school students to learn mathematics by using them as tutors for fourth graders. Before each tutoring session, the tutors were coached on the material they were to teach. At the end of this brief pilot study, arithmetic tests were given in the fourth and ninth grade classrooms. Results showed significant gains for the ninth grade tutors. (Author/JM)

ED 107 747

UD 015 281

Feldhusen, John McDaniel, Ernest D.

Social Behavior Assessment of Elementary School Children—Theoretical Rationale for a Peer Rating Scale and Its Role in a Longitudinal Study.

Purdue Univ., Lafayette, Ind.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Apr 74

Contract—OEC-0-725283

Note—24p.; Paper presented at the National Council on Measurement in Education annual meeting (Chicago, Illinois, April 1974); Reproduced from best copy available

EDRS Price MF-\$0.76 HC-\$1.58 PLUS

POSTAGE

Descriptors—Affective Behavior, Behavior Patterns, Behavior Rating Scales, Child Development, *Elementary School Students, Interaction, Measurement Instruments, Peer Acceptance, *Peer Groups, Peer Relationship, Research Design, Research Methodology, *Social Behavior, *Socialization

This paper focuses on the theory and rationale of assessing the social behavior of children. It is asserted that child social behavior must be assessed accurately in order to do research on socialization. Socialization is defined as the process by which an individual learns to interact with others. It is proposed that it is possible to design a peer rating approach to overcome weaknesses of the approaches most often used at present, the sociometric and the observation methods. It is noted that such a peer rating approach should employ several randomly assigned raters for each rater in order to minimize error due to rater response tendencies and unique rater/ratee relationships. It should also employ an item sampling technique to examine as many social behaviors as possible. A review of the socialization literature and trial runs of measurement procedures led the authors to identify 12 constructs or variables related to the socialization process. These constructs are stated to be logically organized into three groups or scales: Individual Prosocial Action (leadership, independence, assertiveness, competitiveness), Social Interaction (cooperation, conformity, authority relations, control of aggression), and Affective Relationships (liking others, social acceptance, being liked, popularity). (Author/JM)

ED 107 748

UD 015 282

Nelson, Margaret K.

Adoption of Innovation in Urban Schools. Final Report.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Pub Date Mar 75

Grant—OEG-0-72-1611

Note—419p.; Parts of this document may not be clearly legible on reproduction due to the print quality of the original; Reproduced from the best available copy

EDRS Price MF-\$0.76 HC-\$20.94 PLUS

POSTAGE

Descriptors—Administrative Policy, Administrator Characteristics, *Comparative Analysis, *Educational Change, *Educational Innovation, Educational Resources, *National Surveys, Principals, School Administration, School Demography, School Organization, School Superintendents, School Systems, Teacher Characteristics, *Urban Schools

Two related questions are investigated in this research: (1) the characteristics which differentiate those schools which extensively use educational innovations from those which do not; and (2) the factors that determine whether innovation will be a carefully thought-out and discriminating process, rather than a process primarily influenced by (and incorporating) the latest educational fads and fancies. Most of the material in the report relates a variety of independent variables to adoption of innovations in schools in major cities. Separate sections of the study establish a typology of innovations with respect to both the quality of, and the frequency with which, specific types of innovations are implemented; discuss the school systems surveyed; examine several characteristics of schools such as student bodies, community involvement, and student morale; report investigations of the relationship between the availability of both physical and staff resources and the frequency with which innovations are adopted; discuss school structure in terms of both size and complexity; and, focus on individuals involved in the schools. The final section of the study includes a summary of major findings, a discussion of the implications of these findings for policy, and recommendations for future research. (Author/JM)

ED 107 749

UD 015 283

Kieffer, Christie W.

Changing Cultures, Changing Lives: An Ethnographical Study of Three Generations of Japanese Americans.

Pub Date Sep 74

Note—260p.

Available from—Jossey-Bass Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$12.50, cloth)

Document Not Available from EDRS.

Descriptors—*Acculturation, Age Differences, Asian Americans, Changing Attitudes, Community Characteristics, Cross Cultural Studies, *Ethnology, *Generation Gap, Identification (Psychological), *Japanese Americans, Life Style, Minority Groups, *Personality Development, Role Perception, Urban Population

Identifiers—California, San Francisco

This ethnographic study of the Japanese American community in San Francisco is stated to be aimed at showing how the cross cultural study of personality changes throughout the life style can enrich the understanding of man. Chapters describe collective life in Japan Town against the background of its history; inspect respondents' perceptions of their own past in detail, and the way in which these perceptions affect relations between the generations; introduce the theoretical discussion of the effects of acculturation on the community, family, and individual, and briefly review traditional uses of the concept of acculturation; discuss concrete changes in values and behavior that characterize the Japanese Americans; turn to the effects of acculturation on the individual; introduce the concept of adult personality development into the study of acculturation; describe the typical life cycle in traditional Japanese culture and show how Americanization has changed this pattern; review the main developmental problems of each generation; summarize the author's view of the uses of social science; and, discuss some theoretical implications of the techniques used in the study. (Author/JM)

ED 107 750

UD 015 284

Dietrich, Kathryn Greiser, Lee

Residence Differences in Characteristics of Black, Lower-Class Families. Departmental Information Report No. 74-10.

Texas A and M Univ., College Station, Texas Agricultural Experiment Station.

Report No—DIR-74-10

Pub Date Dec 74

Note—97p.

EDRS Price MF-\$0.76 HC-\$4.43 PLUS

POSTAGE

Descriptors—*Demography, Family Attitudes, *Family Characteristics, Family Relationship, Family Structure, *Geographic Location, *Low Income, *Negroes, Occupational Surveys, Poverty Research, Rural Urban Differences, Social Relations, Socioeconomic Status, Surveys

Identifiers—Texas

The research reported here examines residence differences (metropolitan ghetto, non metropolitan, or rural) in characteristics purportedly associated with poverty among poor, black Americans—and particularly in family relationships and interaction. Samples, drawn from the eastern part of Texas, were restricted to families with children still in the home. Residence differences were searched for in education and occupations, aspects of family structure and interaction, interaction of the homemakers and husbands with persons and groups outside of their nuclear families, and aspirations and expectations of the black homemakers. Highlights of the findings of the study, as stated, include the following: (1) stable and healthy family relationships, as reflected by the variables of father-absence, the husband-father role in the family, family cohesiveness and marital satisfaction may be more difficult to maintain by poor blacks of metropolitan ghettos than nonmetropolitan areas; (2) future orientations appear more prohibitive of intra-generational mobility among non-metropolitan than metropolitan poor blacks; and, (3) nonmetropolitan poor blacks might be more handicapped than metropolitan poor blacks by demands of kin relationships, larger families, the nature of their child-rearing practices, and their goals for their children. (Author/JM)

ED 107 751

UD 015 286

Batts, June Dobbs
Inextricable Aspects of Sex and Race.
 Pub Date 1 May 75

Note—27p.; Paper presented at the Five College Black Studies Seminar Series (Amherst, Massachusetts, May 1975)

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—African American Studies, *American Culture, Cultural Factors, Identification (Psychological), Individual Power, Negro History, Negro Role, Political Power, *Psychological Needs, Psychological Patterns, *Race Relations, Sex Education, *Sex Role, *Sexuality, United States History

Noting that the concepts of sex and race are interwoven into the fabric of American culture to such a degree that it is virtually impossible to separate them; this paper presents three major hypotheses felt to characterize American culture racially as well as sexually. For each hypothesis, specific examples are cited delineating the hypothesized interaction of two variables: sex and race. It is asserted that American culture is characterized by three great quests or pursuits, and that in each of them the concepts of sex and of race are so combined as to make separation impossible. They are, first, the "Quest for Power Dominance," secondly, the "Quest for Identity," and thirdly, the "Quest for Love." It is suggested that, in essence, sex education helps young people to both get in touch with their own feelings or even to come to the realization that one is not in touch with his or her sexual registration, and also to help the youngster to learn from others. Here, as with race, it is held that the inability to share ideas and to accept feelings which are different from one's own may come as a surprise to the individual whose chances to discuss sex had been severely limited. It is further asserted that young children especially need to be exposed to the ameliorative aspects of love and healthy sexuality. (Author/JM)

ED 107 752

UD 015 301

A Selected List of Urban, Environmental and Social Problem Gaming/Simulations.
 Michigan Univ., Ann Arbor. Extension Service.
 Pub Date Dec 73

Note—21p.
EDRS Price MF-\$0.76 HC-\$1.58 PLUS POSTAGE

Descriptors—Catalogs, City Government, City Planning, *City Problems, Ecology, Futures (of Society), *Games, Information Sources, Instructional Materials, *Physical Environment, Political Issues, Problem Solving, Role Playing, *Simulation, *Social Problems

The contents of this list are organized into nine sections. These sections include games developed by gamers at the University of Michigan; games developed by Academic Games Associates Inc.; games developed by Berkeley Gaming Project; games distributed through Instructional Simulations, Inc.; games distributed through Psychology Today; games developed by Urbandyne; games developed by Western Behavioral Sciences Institute; games not classified in sections one through seven; and computerized gaming/simulations. Also included, in an "Appendix," are a list of sources of brochures on games designed specially for elementary and high school students, and a list of other sources of gaming information. Among the topics focused upon are the following: urban blight, political campaigns, church resources, conflict, consensus, democracy, water pollution, ecology, economics, urban colleges, ghettos, alternate futures, welfare problems, housing policy formation, international relation, career choice, and, marriage. (Author/JM)

ED 107 753

UD 015 302

Daniels, Arlene Kaplan
A Survey of Research Concerns on Women's Issues.
 Association of American Colleges, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.
 Pub Date May 75

Note—48p.; Project on the Status and Education of Women; Eight pages of the "Bibliography" may not be clearly legible on reproduction due to the print size in the original document

EDRS Price MF-\$0.76 HC-\$1.95 PLUS POSTAGE

Descriptors—Educational Problems, Employment Problems, Family Problems, *Females, *Feminism, Health Needs, Information Sources, *Research Needs, Research Problems, *Research Reviews (Publications), Sex Differences, Sex Discrimination, Socialization, *Womens Studies, Working Women

This paper addresses two major issues: (1) how research will affect social policy in areas of life that relate to women; and (2) what research questions can provide the information required to promote positive changes in social policy. It sketches a rough outline of the central questions within each major area, to indicate some of the work that has been done, and to suggest new directions that might be taken. This review of the current state of interest in research on women's issues grew out of a six-month study sponsored by the National Science Foundation. Several major metropolitan areas—Boston, New York, San Francisco, and Washington D.C. — were visited. Among the major areas explored in this paper are: (1) the need for research/action programs; (2) the women's movement; (3) socialization and the educational system; (4) the world of work; (5) marital status and family; (6) health and life cycle issues; and, (7) other issues of practical concern to women. Also included is an appendix focusing on resources for research on women's issues. (Author/JM)

ED 107 754

UD 015 317

Villareal, Patricia

The Federal Civil Rights Enforcement Effort—1974. Volume I: To Regulate in the Public Interest.

Commission on Civil Rights, Washington, D.C.

Pub Date Nov 74

Note—252p.; For Volumes II and IV, see UD015318 and 015319

EDRS Price MF-\$0.76 HC-\$13.32 PLUS POSTAGE

Descriptors—*Administrative Policy, Bias, *Civil Rights, *Economic Opportunities, *Federal Government, Federal Programs, Government Role, *Law Enforcement, Minority Groups, Sex Discrimination

Identifiers—Civil Aeronautics Board, Federal Communications Commission, Federal Power Commission, Interstate Commerce Commission, Securities and Exchange Commission

This report evaluates the Civil Rights activities of five federal regulatory agencies. It is one of a series of six reports to be issued by the U.S. Commission on Civil Rights describing the structure, mechanisms, and procedures used by the federal departments and agencies in their efforts to end discrimination against this nation's minority and female citizens. The purpose of these reports, it is stated, is not to criticize particular departments and agencies, but, after a careful analysis, to offer recommendations for the improvement of those programs which require change. Highlights of the findings of this report, as stated, include the following: the regulatory agencies are charged with overseeing significant sectors of the American economy in the public interest; with one exception, none of the agencies have acknowledged responsibility for dealing with one of the most important components of their responsibilities—eliminating employment discrimination in the industries they regulate; the focus of efforts by two agencies to ensure non-discrimination in the services provided by the industries they regulate is primarily complaint oriented; and, in other civil rights impact areas, the regulatory agencies have been derelict in the pursuit of their public interest mandate. (Author/JM)

ED 107 755

UD 015 318

Buckley, Grace M. And Others

The Federal Civil Rights Enforcement Effort—1974. Volume II: To Provide ... For Fair Housing.

Commission on Civil Rights, Washington, D.C.

Pub Date Dec 74

Note—380p.; For Volumes I and IV, see UD015317 and 015319

EDRS Price MF-\$0.76 HC-\$19.67 PLUS POSTAGE

Descriptors—*Administrative Policy, *Civil Rights, *Federal Government, Federal Programs, Government Role, Housing Discrimination, *Housing Opportunities, *Law Enforcement, Minority Groups, Program Evaluation
Identifiers—Department of Housing and Urban Development, Federal Home Loan Bank Board, Federal Reserve System, General Services Administration, Veterans Administration

This report evaluates the Civil Rights activities of seven federal agencies with fair housing responsibilities. It is the second of a series of six reports to be issued by the Commission on Civil Rights describing the structure, mechanisms, and procedures utilized by the federal departments and agencies in their effort to end discrimination against this nation's minority and female citizens. The purpose of these reports, it is stated, is to offer, after a careful analysis, recommendations for the improvement of those programs which require change. Highlights of the conclusions of this report include the following: it is asserted that the Department of Housing and Urban Development (HUD), the major agency with responsibilities for fair housing, has invested considerable time and resources in dealing with complaints; HUD has failed to conduct sufficient and systematic fair housing reviews of State and local governments, housing authorities, builders and developers, real estate brokers, managers, or lenders; HUD has not adequately monitored compliance agreements or affirmative marketing plans; and, it is held that few significant actions have been taken by the other agencies with fair housing responsibilities to impact on the country's serious problem of housing discrimination. (Author/JM)

ED 107 756

UD 015 319

Cole, Ellerbe P.

Federal Civil Rights Enforcement Effort—1974. Volume IV. To Provide Fiscal Assistance.

Commission on Civil Rights, Washington, D.C.

Pub Date Feb 75

Note—152p.; For Volumes I and II, see UD015317-318

EDRS Price MF-\$0.76 HC-\$8.24 PLUS POSTAGE

Descriptors—*Administrative Policy, Bias, *Civil Rights, Economic Opportunities, Federal Aid, *Federal Government, Federal Programs, Federal State Relationship, Government Role, *Law Enforcement, Minority Groups, Program Evaluation, *Revenue Sharing, Sex Discrimination

Identifiers—Office of Revenue Sharing

Fourth of a series of six reports, this report evaluates the Civil Rights activities of the Office of Revenue Sharing (ORS) of the Department of the Treasury. It is based on a review of documents produced by that Office, interviews with federal officials, and an analysis of available literature. The stated purpose of this report is to determine how well the Office of Revenue Sharing has done its civil rights enforcement job, from its creation in January 1973 until October 1974. Highlights of the findings of this report include the following: ORS civil rights compliance program is found to have been fundamentally inadequate; abundant evidence indicates that discrimination in the employment practices and in the delivery of benefits of State and local Government programs is far reaching, often extending to activities funded by general revenue sharing; ORS has been one of the most poorly staffed and funded civil rights compliance programs in the federal government; ORS has not done what it could to make its civil rights compliance effort most effective; and, since general revenue sharing is not only a massive federal program but represents an important new form of federal assistance, it is necessary that the federal government enforce non discrimination in activities made possible by this assistance. (Author/JM)

Subject Index

195

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ED 013 371

Aberdeen Area

Aberdeen Area Final Evaluation Report, ESEA Title I Project, Fiscal Year 1974. ED 107 414

Ability Grouping

The Importance of Individual Differences. ED 106 721
Mainstreaming in Physical Education: A Positive Approach. ED 107 615

Abstraction Levels

Conceptual Development During the School Years. ED 107 374
The Development of Levels of Abstraction in Children's Thinking about Complex Social Problems. ED 107 562

Abstraction Tests

The Development of Levels of Abstraction in Children's Thinking about Complex Social Problems. ED 107 562

Abstracts

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6. ED 107 427
Career Education: Information Packet Revision. ED 106 660
Curriculum, Demonstration and Installation Studies: Information Sources. Bibliography Series No. 25. ED 106 518
Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources. Bibliography Series No. 24. ED 106 521
Guidance, Counseling, Placement, and Follow Through Systems: Information Sources. ED 106 522
Local Administration of Vocational Education: Information Sources. Bibliography Series No. 22. ED 106 520
Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5. ED 107 428
Rural Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1. ED 107 429

Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1. ED 107 416

State Administration of Vocational Education: Information Sources. Bibliography Series No. 21. ED 106 519

Academic Achievement

Aberdeen Area Final Evaluation Report, ESEA Title I Project, Fiscal Year 1974. ED 107 414
Attrition and Student Progress at Bronx Community College, September 1970 to August 1974. Research Report No. BCC-2-75. ED 107 343
The Black Population: Location, Migration and Education. ED 107 744
Class Size and Teacher Load. ED 107 627
A Critical Review of Experimental Studies of Teacher Questions and Student Achievement. ED 107 629
The Development of New Measures of Curiosity for Children. Report No. 56. ED 107 704
The Effectiveness of an Additional Basic Language-Development Program on the Science Academic Achievement of Low-Achieving Kindergarten Pupils. ED 107 465//
Effectiveness of Teaching Electricity to High School Students by Varied Class Time Sequences and Teaching Materials. ED 107 448//
Effective Student Grading and Progress Reporting. ED 106 915
Effects of Explanatory Versus Non-Explanatory Feedback on a Basic Electricity Program Used in the Tenth Grade. ED 107 447//
The Effects of Grade Level and Other Factors on the Achievement in Project Physics among High School Physics Students. ED 107 461//
The Effects of Two Differing Questioning Strategies on the Achievement and Attitudes of Elementary Pupils. ED 107 491
The Efficacy of Advance Organizers and Behavioral Objectives for Improving Achievement in Physics. ED 107 452//
Equality of Educational Opportunity Quantified: A Production Function Approach. ED 107 736

Exploring National Assessment Data Using Singular Value Decomposition. ED 107 720

The IEA Science Project: Science Achievement in Three Countries—Australia, the Federal Republic of Germany and the United States. ED 107 532//
Individually Guided Education—Multi-School Component (IGE/MUS-E) in New Jersey 1973-1974: Evaluation Report. ED 107 673

New Patterns of Teacher Education and Tasks. General Analyses. ED 107 602

Opening the Door: An Analysis of Some Effects of Different Approaches to Educating Academically High-Risk Students at Forest Park Community College, 1971-72. ED 107 324//

Patterns of Dropping Out. Toronto Board of Education Research Service Number 129. ED 106 720

The Relationship Between Children's Self-Concepts, Teacher's Rating, and Academic Achievement. ED 106 699

School and Home Communication: A Guide for Parents and Teachers. ED 106 969

Self-Concept: The Linkage Between Family Background, School Context and Educational Success. ED 106 686

Student Social and Achievement Patterns as Related to Secondary School Organizational Structures. The Individualized System. H.S.1 Studies. ED 106 899//

Student-to-Student Counseling. Preliminary Report. ED 106 673

A Study of the Relationship Between Quantitative Methods and Achievement in High School and College Science Courses. ED 107 485

Academic Aspiration

Changes in Educational Aspirations from Sophomore to Senior Year of a State-Wide Sample of South Carolina High School Students. ED 107 405

Academic Failure

Behavioral Outcomes for Predelinquents Receiving Behavioral, Generic, or No Counseling. ED 106 676

196 Subject Index

- Social Structures, Ideologies, and Culture Codes in Occupational Development of Puerto Rican Youths. Volume 1 of Final Report, Anthropological Study of Disability From Educational Problems of Puerto Rican Youths. ED 107 742
- Academic Religion**
Religion in the Public School Curriculum. ED 106 945
- Academic Standards**
State Regulation of External Degree Programs. ED 107 192
- Accountability**
Accountability in Guidance. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 19K. ED 106 747
Federal Indian Policies ...from the Colonial Period through the Early 1970's. ED 107 420
- Accreditation (Institutions)**
Accreditation Issues in Teacher Education. SCIP No. 1. ED 107 643
Actions Taken by State Departments of Education in Developing CBTE Certification Systems. ED 107 607
The North Central Association: Its Change Agent Role on Administrative Practices, Policies and Procedures in Wisconsin Technical Institutes. ED 107 323//
- Acculturation**
Changing Cultures, Changing Lives: An Ethnographical Study of Three Generations of Japanese Americans. ED 107 749//
- Achievement**
The Effectiveness of a Comparative Advance Organizer in the Learning and Retention of Metric System Concepts. ED 107 487
Effect of Parent Involvement in an Early Intervention Program Upon Environmental Process Variables Related to Achievement. ED 107 373
Mathematical Readiness of Six-Year-Olds and the Placement of First Grade Mathematical Topics. ED 107 505//
A Study of the Degree to Which Seventh, Eighth, and Ninth Grade Students Have Obtained Minimum Mathematical Competencies and Skills as Recommended by the National Council of Teachers of Mathematics. ED 107 501//
- Achievement Gains**
Thirteen Alternative Learning Environments That Can Be Used to Evaluate the Impact of Teacher Inservice Workshops on Documented Learner Benefits. ED 107 648
- Achievement Need**
Task Goal Attributes, n Achievement, and Supervisory Performance. Technical Report No. 30. ED 106 499
- Achievement Rating**
Accountability in Student Evaluation. ED 107 701
Effective Student Grading and Progress Reporting. ED 106 915
The Grade of Incomplete: A Brief Review and Comment. ED 107 184
- Achievement Tests**
Functions of Status Testing in the Development of an Instructional Program. ED 106 871
Large-Scale Standardized Testing Programs--New Vistas in User Oriented Reporting. ED 107 724
Post Secondary Programs for the Deaf: IV. Empirical Data Analysis. Research Report No. 75. ED 107 009
- Acting**
Theatre on a Shoestring. ED 106 882//
- Activities**
Participation in Selected FFA Activities: 1973-74. ED 106 444
- Activity Units**
Developing Career Education; 7-12 Instructional Units. ED 106 621
Developing Career Education; Grades 3-6 Instructional Units. ED 106 620
Developing Career Education; K-2 Instructional Units. ED 106 619
Using the Morgan Library; a Tour and Exercise. ED 107 265
Valuing Families. Activity Guide. ED 107 551
- Adjustment (to Environment)**
A Comparison of the Adaptive Behavior of Retarded Individuals Successfully and Unsuccessfully Placed in Group Living Homes. ED 107 034
Development and Implementation of Secondary Special Education Programs. ED 107 042
Interpersonal Adjustment and Family Life Among Vietnam Veterans. A General Bibliography. ED 106 682
Theoretical Developments Pertaining To Personal Space and Crowding. ED 106 693
- Adler (Alfred)**
Life Style Assessment: So What! ED 106 694
- Adlerian Psychology**
Improving Child Management Practices of Parents and Teachers. Maxi I Practicum. Final Report. ED 106 729
- Administration**
The Administration of Service Delivery Programs in Special Education in Five Connecticut Towns: The Organization and Coordination of the Planning and Placement Team Process. ED 107 078
The Educational Cooperative: Exceptional Children Activities. ED 107 036
A Primer on Due Process: Education Decisions for Handicapped Children. ED 107 090//
- Administrative Organization**
Administrative Team Approach--Development and Implementation. ED 106 947
Central Administration in Multi Unit Community Colleges. ED 107 328
The Columbia University Management Program. ED 107 283
Learning Materials and Services at the University of North Carolina at Charlotte. ED 107 260
A Study to Define the Role of the Division of Cooperative Education at the College of the Mainland. ED 107 315
- Administrative Personnel**
Administrators' Guide to Public School Programs for Handicapped Children. ED 107 069
Special Education, Competency, and the Problem of Administration. ED 107 073
- Administrative Policy**
The Federal Civil Rights Enforcement Effort--1974. Volume I: To Regulate in the Public Interest. ED 107 754
The Federal Civil Rights Enforcement Effort--1974. Volume II: To Provide ... For Fair Housing. ED 107 755
Federal Civil Rights Enforcement Effort--1974. Volume IV. To Provide Fiscal Assistance. ED 107 756
A Study on Personal Record Management. ED 106 679
- Administrative Problems**
The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 2: Participant's Resource-Log. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. ED 107 205
- Administrator Attitudes**
Custodial Management Practices in the Public Schools. Research Bulletin No. 19. ED 106 913//
Educators' Perceptions of School Domain Claims. ED 107 606
- Administrator Education**
Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Descriptive Analysis). Research and Evaluation Report Series No. 22.01. ED 107 444
Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Graphic Description). Research and Evaluation Report Series No. 22.02. ED 107 445
A Field Centered Competency Based Education Model. ED 106 940
Special Education Administration Training Project Program Description. ED 106 523
- Administrator Evaluation**
Accountability in Education--The Kalamazoo Plan. ED 106 946
- Administrator Guides**
Computer Services: Two Year Colleges. ED 107 331
Personnel Management: Two Year Colleges. ED 107 333
Planning: Two Year Colleges. ED 107 330
Schedule Building and Student Registration: Two Year Colleges. ED 107 329
Self-Instructional Language Programs. A Handbook for Faculty and Students. Occasional Publication No. 20. ED 107 098
West Virginia Guidebook: Job Placement Services: What's Your Need? ED 106 536
- Administrator Responsibility**
The Evaluation Supervisor as Internal Auditor. ED 107 727
A Study to Define the Role of the Division of Cooperative Education at the College of the Mainland. ED 107 315
- Administrator Role**
The Evaluation Supervisor as Internal Auditor. ED 107 727
In Spite of the System: The Individual and Educational Reform. ED 107 739//
- Admission (School)**
Career Patterns of Unaccepted Applicants to Medical School: A Case Study in Reactions to a Blocked Career Pathway. ED 106 448
- Admission Criteria**
Is Your LPN Program Keeping P.A.C.E.? ED 107 334
Man and Women Graduate Students: The Question of Equal Opportunity. Final Report. ED 107 186
Women as Cadets: An Analysis of the Issue. ED 107 194
- Adolescence**
Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Adolescence. Second Annual Report. ED 107 351
- Adolescents**
Developmental Stage Theory and Drug Abuse Education. ED 106 719

- The Drug Attitude Film: Development of a Measurement Technique for Assessing Attitudes Towards Adolescent Drug Users. A Preliminary Report Draft.**
ED 106 741
- Hearing Levels of Youths 12-17 Years, United States. National Health Survey Series 11, No. 145.**
ED 107 024
- Juvenile Delinquency.**
ED 106 744
- Sex Differences in the Development of the Motive to Avoid Success, Sex Role Identity, and Performance in Competitive and Non-Competitive Conditions.**
ED 106 688
- Adoption**
Older and Handicapped Children Are Adoptable: The Spaulding Approach.
ED 107 074
- Adult Basic Education**
[Adult Reading-Bilingual Laboratories and Learning Center, Huntsville, Texas.]
ED 106 815
Canadian Adult Basic Education: An Overview. Occasional Paper No. 4.
ED 106 483
Final Evaluation of Region II Institute for the Training of Teachers of English as a Second Language (ESL).
ED 106 442
Modifying English as a Second Language Materials (for Instructing ABE Students).
ED 107 159
[Operation Upgrade. A Bibliography of Materials for Adult New Readers and Tutors of Adult New Readers.]
ED 106 820
Tests for Adult Basic Education Teachers. "28 Suggestions for Classroom Teachers".
ED 107 715
The Use of the Adjective Check List to Describe the Adult Basic Education Student.
ED 106 541
- Adult Characteristics**
Experimenter Effect in a Study of Racial Identification by Urban Kindergarten Children.
ED 107 376
- Adult Counseling**
Problem Solving in Professional Adult Education.
ED 106 672
- Adult Education**
Adult Education in British Columbia.
ED 106 626
Adults as Learners: Proceedings of a Conference.
ED 106 462
Continuing Education and North American Society. Occasional Paper No. 1.
ED 106 484
Design for a Performance Based Adult Education Community Coordinating Agency.
ED 106 490
Making Outreach Work.
ED 107 377
Maximum Salaries Paid Substitutes, Adult Education, Extended Day, and Summer Session 1974-1975.
ED 106 971
Organizing for Life-Long Learning. Occasional Paper No. 2.
ED 106 482
Para-Professional Training in Adult Education at Gila River Indian Community.
ED 107 396
Problem Solving in Professional Adult Education.
ED 106 672
Strategies for the Application of Foreign Legislation on Paid Educational Leave to the United States Scene.
ED 106 517
University External Studies Program. The Support System.
ED 107 168
- Adult Education Programs**
Adult Education in British Columbia.
ED 106 626
Adult High School Diploma Programs: An Emerging Alternative.
ED 106 463
- Future Utilization of the Continuing Education Unit in Conferences, Institutes, Short Courses, Workshops, Seminars, and Special Training Programs Within the Southern Association of Colleges and Schools.**
ED 106 539
- Teaching English as an Additional Language to Older People: A Case Study.**
ED 106 535
- Thrust for Relevance: Report of the Statewide Study on Adult and Continuing Education.**
ED 106 500
- Adult Educators**
Agenda for Continuing Education: A Challenge to Health Care Institutions.
ED 106 527//
External Evaluation of Project ACT.
ED 106 461
Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '74.
ED 106 458
Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Second-Year Report: FY '74.
ED 106 459
Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '75.
ED 106 460
- Adult Learning**
Adults as Learners: Proceedings of a Conference.
ED 106 462
Learning Process in Aging and Adult Education.
ED 106 734
- Adult Students**
Tests for Adult Basic Education Teachers. "28 Suggestions for Classroom Teachers".
ED 107 715
- Adult Vocational Education**
Canadian Adult Basic Education: An Overview. Occasional Paper No. 4.
ED 106 483
Educational Needs Assessment of Adults in the Globe-Miami Area. Final Report.
ED 107 336
- Advanced Organizers**
The Effectiveness of a Comparative Advance Organizer in the Learning and Retention of Metric System Concepts.
ED 107 487
- Adverbs**
On the Node Label "ADV."
ED 106 862
- Advisory Committees**
An Analysis of the Functional Relationships Between the Administrative Staff of a Public Community College and Its Vocational-Technical Lay Advisory Committees: A Case Study.
ED 107 320//
Buffering Action of Advisory Committees in Tech Programs.
ED 107 317
Citizen Advisory Committees.
ED 106 980
A Guide for Community School Advisory Councils.
ED 106 926
Tennessee Advisory Council for Vocational Education. 1974 Annual Report.
ED 106 493
Through Education: Self Determination--A Bicentennial Goal for American Indians. The Second Annual Report to the Congress of the United States from the National Advisory Council on Indian Education.
ED 107 438
- Advocacy Planning**
Advocacy Planning: A Selected Bibliography. Exchange Bibliography No. 323.
ED 106 966
Advocacy Planning -- Toward the Development of Theory and Strategy. Exchange Bibliography No. 241.
ED 106 954
- Aesthetic Education**
1972 Oberlin Film Conference Selected Essays and Discussion Transcriptions, Vol. II.
ED 106 881
- Affective Behavior**
Accountability and Serendipity.
ED 107 584
Affective Learning.
ED 107 354
Diversity of Approaches to Problems by Students Enrolled in a Non-Calculus College Physics Course.
ED 107 454//
Individually Guided Education--Multi-School Component (IGE/MUS-E) in New Jersey 1973-1974: Evaluation Report.
ED 107 673
An Investigation of the Effects of a Graduate Course on the Modification of Teacher Behavior.
ED 107 646
Language and Adjustment Scale for the Thematic Apperception Test for Youths 12-17 Years. Data Evaluation and Methods Research, Series 2, No. 62.
ED 107 023
Polynomial Representation of Teacher Behavior.
ED 106 718
Student Development, Teacher Characteristics and Class Characteristics in Junior High School Science.
ED 107 460//
A System for Assessing Affectivity.
ED 106 710//
- Affective Education**
Affective Learning.
ED 107 354
- Affective Objectives**
Integrating Affective Learning in the Classroom: A Heuristic Approach.
ED 106 683
Psychological and Affective Education. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 20R.
ED 106 748
- Affective Tests**
A Methodology to Assess the Content and Structure of Affective and Descriptive Meanings Associated with the Work Environment. Research and Development Series No. 98.
ED 106 657
- Affirmative Action**
Notice of Charge of Employment Discrimination--Prelude to Fact Finding or Witch Hunt?
ED 107 316
- Affirmative Action Plan**
Higher Education: The Law and Parameter for Action. Proceedings.
ED 107 181
Manual for Affirmative Action Program Development and Implementation in Higher Education Institutions.
ED 107 193
- Affirmative Action Program**
Man and Women Graduate Students: The Question of Equal Opportunity. Final Report.
ED 107 186
- Africa**
African Outreach Workshop 1974.
ED 107 644
Evaluating Materials About Africa for Children.
ED 107 262
- African Culture**
ACTFL Workshop Proceedings: Black Literature of French Expression.
ED 107 103
African Outreach Workshop 1974.
ED 107 644
- African History**
African Outreach Workshop 1974.
ED 107 644
- African Languages**
Reconsideration of Language Priorities: Africa.
ED 107 130
- African Literature**
ACTFL Workshop Proceedings: Black Literature of French Expression.
ED 107 103
Evaluating Materials About Africa for Children.
ED 107 262

- Age**
Career Age and Research-Professional Activities of Academic Scientists. ED 107 166
- Age Differences**
A Developmental Study of Deaf Children's Semantic System. ED 107 065
The Motivational Component of Stated Expectancies in Children at Two Developmental Levels. ED 106 739
- Agency Role**
Foundations and Public Policy Formation. ED 107 563
- Aggression**
Aggression and Dominance Relations in Young Children. ED 107 357
Effects of Sexual Versus Nonsexual Arousal on Behavior Aggression. ED 106 704
- Agreement (Grammar)**
Agreement. Working Papers on Language Universals, No. 5. ED 107 111
- Agricultural Education**
Effectiveness of Teaching Electricity to High School Students by Varied Class Time Sequences and Teaching Materials. ED 107 448//
- Agricultural Laborers**
The Kansas Migrant Survey: An Interpretive Profile of the Mexican-American Migrant Family. ED 107 419
- Aircraft Pilots**
Visual and Auditory Information Processing Aspects of the Acquisition of Flying Skill. ED 106 659
- Air Force**
The Effects of Pacing and Mode of Adjunct Questions on Short and Long Term Retention of Written Materials. ED 107 731
Evaluating Maintenance Performance: The Development and Tryout of Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report for Period January 1969-May 1974. ED 107 698
Evaluation of Methodology for Estimating the Cost of Air Force On-The-Job Training. Final Report. ED 107 730
- Air Force Academy**
Women as Cadets: An Analysis of the Issue. ED 107 194
- Alabama**
Residential Projections of Northeast Alabama Youth: A Historical Comparison. ED 107 387
- Alaska**
ARC: Alaska's Resources Challenge. An Attack on Poverty through Knowledge: A Proposal to Demonstrate the Effectiveness of Community Information Aides. ED 107 295
ATS-F and Man: A Course of Study: An Experiment in Satellite Application to Statewide Instructional Methodology. ED 107 256
Library Information Network Experiment with ATS-F Satellite Telecommunications. ED 107 255
- Alcoholic Beverages**
Altered States of Consciousness and Alcohol. ED 106 695
Elicitation of Anger and Opportunity for Retaliation as Determinants of Alcohol Consumption. ED 106 678
- Algorithms**
The Ability of Sixth Grade Students to Associate Mathematical Terms With Related Algorithms. ED 107 500//
Algorithms: A New Tool for Educational Technology. ED 107 241
- All in the Family**
A Cross-Cultural Comparison of Viewer Agreement with Opinionated Television Characters. ED 106 884
- Alphabetizing Skills**
Basic Rules of Alphabetical Sequence Simplified. ED 107 267
- Alternative Schools**
Communication Networks in the Designing and Starting of New Schools. ED 106 972
The Growth of Alternative Public Schools: The 1975 ICOPE Report. ED 106 898
Optional Alternative Public Schools. ED 106 918
- Ambiguity**
Detecting Syntactic Ambiguity: Three Augmented Transition Network Techniques. ED 107 151
- American Academy of Physical Education**
History of the American Academy of Physical Education: 1950-1970. ED 107 635
- American Culture**
Inextricable Aspects of Sex and Race. ED 107 751
Japan and America: A Comparative Study in Language and Culture. ED 107 138//
- American Heritage Word Frequency Book**
"The American Heritage Word Frequency Book" and Its Relation to the Communication Skills Lexicon. Technical Note No. 2-72-38. ED 106 770
- American Indian Administrator Training Program**
Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Descriptive Analysis). Research and Evaluation Report Series No. 22.01. ED 107 444
Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Graphic Description). Research and Evaluation Report Series No. 22.02. ED 107 445
- American Indian Languages**
Concerning the Influence of Native American Languages on American Spanish. ED 107 148
- American Indians**
Aberdeen Area Final Evaluation Report, ESEA Title I Project, Fiscal Year 1974. ED 107 414
American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6. ED 107 427
An Annotated Bibliography of Selected Projects, Theses, and Dissertations on the American Indian by Arizona State University Students from 1943-1974. ED 107 425
Bridging the Gap: The Twin Cities Native American Community. ED 107 412
Career Development Opportunities for Native Americans. ED 107 424
Culture Based Curriculum for Young Indian Children. ED 107 389//
Ethnic, Emics, and the New Ideology: The Identity Potential of Indian English. ED 107 119//
Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Descriptive Analysis). Research and Evaluation Report Series No. 22.01. ED 107 444
Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Graphic Description). Research and Evaluation Report Series No. 22.02. ED 107 445
- Federal Indian Policies ...from the Colonial Period through the Early 1970's.** ED 107 420
Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, and Coconino -- 1971/72. ED 107 401
Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, & Coconino Counties -- 1972/73. ED 107 402
The Indian Education Act of 1972. Report of Progress for the First Year of the Program. ED 107 439//
The Indian Education Act of 1972. Report of Progress for the Second Year of the Program. ED 107 446
Indian Tribes as Governments. An Analysis of Governing Institutions of Selected Indian Tribes: Report on a Research Project Conducted by a Team of Indian Lawyers and Law Students--June through August, 1974. ED 107 422
The Land Is Our Mother. A Summary, State-wide Indian Land Use and Policy Meeting (Crow Agency, Montana, November 14-15, 1974). ED 107 403
Navajo Education Resource Center, Many Farms, Arizona. Final Technical Report, 1973-1974. ED 107 087
The North American Indian: A Bibliography of Community Development. ED 107 443
Occupational Prestige Among the Choctaw Indians. ED 107 393
Para-Professional Training in Adult Education at Gila River Indian Community. ED 107 396
So That All Indian Children Will Have Equal Educational Opportunity, Volume 1. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children. ED 107 398
So That All Indian Children Will Have Equal Educational Opportunity, Volume 2. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children. ED 107 399
So That All Indian Children Will Have Equal Educational Opportunity, Volume 3. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children. ED 107 400
A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume 3: American Indians. ED 107 426
Through Education: Self Determination--A Bicentennial Goal for American Indians. The Second Annual Report to the Congress of the United States from the National Advisory Council on Indian Education. ED 107 438
- Amharic**
Intermediate Amharic Cultural Reader. Final Report. ED 107 102
- Amputees**
The Winter Park Amputee Ski Teaching System. ED 107 053
- Analytic Teaching**
Behavior Modification. ED 107 614
- Ancillary Services**
Meek Et. Al. v. Pittenger, Secretary of Education, Et. Al. Supreme Court of the United States. Appeal from the United States District Court for the Eastern District of Pennsylvania, No. 73-1765. Argued February 19, 1975--Decided May 19, 1975. ED 106 935
- Anemia**
The Effects of High Intensity Exercise on Overall Leg Strength of Non-Sickle-Cell-Trait and Sickle-Cell-Trait Individuals.

ED 107 638

Animal Behavior

Animal and Human Communication.

ED 106 883

Animal Communication

Animal and Human Communication.

ED 106 883

Annotated Bibliographies

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6.

ED 107 427

The American Jewish Experience: A Graded, Annotated Bibliography for Grades 7-12, Part Two. [And] Jews in Israel and in Other Lands Abroad: A Graded, Annotated Bibliography for Grades 7-12, Part Three.

ED 107 587//

An Annotated Bibliography of Selected Projects, Theses, and Dissertations on the American Indian by Arizona State University Students from 1943-1974.

ED 107 425

A Basic Geographical Library: A Selected and Annotated Book List for American Colleges. Publication No. 2.

ED 107 591

Bibliography: Computers in the Mathematics and Science Classroom.

ED 107 296

A Bibliography of Basic Books on Atomic Energy. Update.

ED 107 519

Career Education Curriculum Materials: (Georgia, Mississippi, South Carolina, North Carolina).

ED 106 608

The Cloze Procedure--A Selected Annotated Bibliography.

ED 106 749

Community Action Programs: An Annotated Bibliography. Exchange Bibliography No. 277.

ED 106 961

Community--Network--Communication: An Annotated Bibliography. Exchange Bibliography Nos. 282-283.

ED 106 963

Component Skills in the Word Decoding Task for the Beginning Reader: An Annotated Cross-Referenced Bibliography. Technical Note No. 2-72-03.

ED 106 769

The Evaluation of Distributive Education Programs.

ED 107 717

Fine Arts: A Bibliographic Guide to Basic Reference Works, Histories, and Handbooks.

ED 107 306//

Human Relations in the Classroom: An Annotated Bibliography. Supplement 4. ERIC-CUE Urban Disadvantaged Series, Number 41.

ED 107 732

Media: An Annotated Catalogue of Law-Related Audio-Visual Materials. Working Notes No. 8.

ED 107 553

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5.

ED 107 428

The North American Indian: A Bibliography of Community Development.

ED 107 443

The Optimal Size for Discussion Groups. Exchange Bibliography No. 378.

ED 106 967

Resource Bibliography in Career Education: Annotated Bibliography of Locally Produced Curriculum and Instructional Materials.

ED 106 564

Rural Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1.

ED 107 429

Science Books, Volume 10 Number 4.

ED 107 512//

Selected Bibliography of Educational Materials in Pakistan, Vol. 8, No. 1, 1974. Period Covered January-March 1974.

ED 107 593

Selected Bibliography of Polish Educational Materials. Volume 13, Number 1, 1974.

ED 107 586

A Selected List of Instructional Materials for English as a Second Language: College Level.

CAL-ERIC/CLL Series on Languages and Linguistics, No. 27.

ED 107 158

A Short Bibliography on Library/Media Leadership.

ED 107 288

Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1.

ED 107 416

Social Indicators: A Bibliography. Exchange Bibliography No. 215.

ED 106 951

Annual Reports

1974 Annual Report of the Appalachian Regional Commission.

ED 107 415

Educational Research and Development Makes a Difference in Schools. Annual Report to Members.

ED 107 223

Florida State Advisory Council on Vocational and Technical Education: Annual Evaluation Report: Fiscal Year 1974.

ED 106 538

Progress Report on Rural Development for Fiscal Year 1970.

ED 107 432

Rural Development: Fourth Annual Report of the President to the Congress on Government Services to Rural America.

ED 107 437

Rural Development: Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1971. A Report to the Congress.

ED 107 433

Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1972. Third Annual Report to the Congress.

ED 107 434

Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1973. Fourth Annual Report to the Congress.

ED 107 435

Rural Development: Third Annual Report of the President to the Congress on Government Services to Rural America.

ED 107 436

Tennessee Advisory Council for Vocational Education. 1974 Annual Report.

ED 106 493

Anthologies

Bicentennial Plays and Programs.

ED 106 858//

Anthropology

Anthropology: Contemporary Perspectives. [And] Instructor's Manual to Accompany Anthropology: Contemporary Perspectives.

ED 107 588//

Computer Assisted Processing of Ethnographic Data. Volume 2 Part 1 of Final Report: Anthropological Study of Disability from Educational Problems of Puerto Rican Youths.

ED 107 741

The World of Man: A Curriculum Guide.

ED 107 549

Anti Social Behavior

Some Effects of Inter-Group Contact Among Black, White, and Latin Milwaukee Students.

ED 107 740

Anxiety

Fear of Success--A Situational Approach.

ED 106 677

Individual Differences in Learner Controlled CAI.

ED 107 215

Reactive and Reciprocal Inhibition Therapies in the Group Treatment of Test Anxiety.

ED 106 703

Appalachia

1974 Annual Report of the Appalachian Regional Commission.

ED 107 415

Educational Goals of Northeast Alabama High School Seniors: An Historical Comparison.

ED 107 386

Marital and Procreative Projections of Northeast Alabama Youth: A Historical Comparison, 1966-1972.

ED 107 388

Aptitude Tests

Measured Aptitudes vs Self-Rating in Identifying Occupations.

ED 107 335

Technical Report: Tests of General Ability and Tests of Reading. Inter-American Series, Forms CE, DE, CE's, DE's.

ED 107 133//

Architectural Programing

Architectural Simulation: A Mini-bib. Exchange Bibliography No. 200.

ED 106 950

Architectural Research

People and Buildings--a Brief Overview of Research. Exchange Bibliography No. 301.

ED 106 965

Architecture

Architectural Simulation: A Mini-bib. Exchange Bibliography No. 200.

ED 106 950

Area Studies

Language and Area Studies Review. Monograph 17.

ED 107 101//

Arizona

Compulsory Education: Keep, Change or Abolish?

ED 106 914

Arizona State University

An Annotated Bibliography of Selected Projects, Theses, and Dissertations on the American Indian by Arizona State University Students from 1943-1974.

ED 107 425

Arkansas

Biennial Report. 1971-73 Biennium.

ED 107 164

Armed Forces

An Assessment of Drug Education-Prevention Programs in the U. S. Army. Army Research Institute Technical Paper 261.

ED 106 708

Arousal Patterns

Effects of Sexual Versus Nonsexual Arousal on Behavior Aggression.

ED 106 704

Optimal Pre-Competition Emotional Arousal of High School Football Players.

ED 107 660

Arrhythmicity

Rhythm and Motor Ability in Developmentally Disabled Children.

ED 107 637

Art

Fine Arts: A Bibliographic Guide to Basic Reference Works, Histories, and Handbooks.

ED 107 306//

Art History

Fine Arts: A Bibliographic Guide to Basic Reference Works, Histories, and Handbooks.

ED 107 306//

Articulation (Program)

An Analysis of Articulation Programs.

ED 106 922

Articulation (Speech)

Phonological Contexts: Determinants and Correlates in Clinical Assessment.

ED 107 076

Artificial Intelligence

Natural Language Understanding Systems Within the A. I. Paradigm: A Survey and Some Comparisons.

ED 107 147

Asian Studies

Asian Studies Unit One: Asian Man and His Environment, Pilot Program; [And] Asian Studies Unit Two: Cultural Patterns of Asian Man, Field Test.

ED 107 594//

Aspiration

Aspirations, Expectations, and Attitudes of South Carolina High School Students.

ED 107 406

Educational Goals of Northeast Alabama High School Seniors: An Historical Comparison.

ED 107 386

200 Subject Index

- Historical Changes in Educational Aspirations of South Carolina High School Students, 1967-1973. ED 107 407
- Residential Projections of Northeast Alabama Youth: A Historical Comparison. ED 107 387
- Association Tests**
A Methodology to Assess the Content and Structure of Affective and Descriptive Meanings Associated with the Work Environment. Research and Development Series No. 98. ED 106 657
- Associative Learning**
Reliability of Children's Sorting Strategies Using Alternate Forms of the Sort Test. Research Report No. 68. ED 107 706
- Athletes**
Attitudes Toward Physical Activity of Champion Women Basketball Players. ED 107 636
- Athletic Coaches**
Coaches' Manual. ED 107 617
- Athletic Equipment**
The Effect of the Striking Implement's Diameter on a Ball's Rebound Height and Area of Contact. ED 107 658
- Athletic Injuries**
CAA: Computer Assisted Athletics. ED 107 231
- Athletic Programs**
Coaches' Manual. ED 107 617
- Financing of Intercollegiate Athletics: Recommendations. ED 107 172
- Ideas Identified and Distributed through Project IDEA. ED 107 632
- Lifetime Sports Instruction Offered to Pupils in New York State Public Secondary Schools. ED 107 625
- Psychological and Physical Implications of Highly Competitive Sports for Children. ED 107 612
- Athletics**
Attitudes Toward Physical Activity of Champion Women Basketball Players. ED 107 636
- Birth Order and Preference for Dangerous Sports Among Males. ED 107 628
- CAA: Computer Assisted Athletics. ED 107 231
- The Effect of the Striking Implement's Diameter on a Ball's Rebound Height and Area of Contact. ED 107 658
- Exercise Prescription. ED 107 659
- Ideas Identified and Distributed through Project IDEA. ED 107 632
- John Updike and Norman Mailer: Sport Inferences. ED 107 665
- Lifetime Sports Instruction Offered to Pupils in New York State Public Secondary Schools. ED 107 625
- Optimal Pre-Competition Emotional Arousal of High School Football Players. ED 107 660
- Psychological and Physical Implications of Highly Competitive Sports for Children. ED 107 612
- Sports Club Development--The '70's Community Involvement. ED 107 661
- Survey of Iowa State University Students Concerning Intramural Sports and Related Sports Interests. ED 107 611
- The Winter Park Amputee Ski Teaching System. ED 107 053
- Atlases**
World Bank Atlas: Population, Per Capita Product and Growth Rates. ED 107 560//
- Atomic Energy Commission**
A Bibliography of Basic Books on Atomic Energy. Update. ED 107 519
- Atomic Theory**
The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 1 of 2 Parts). ED 107 525
- The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 2 of 2 Parts). ED 107 526
- Attendance**
Compulsory Education: Keep, Change or Abolish? ED 106 914
- Attention Control**
Development of Selective Attention in Reflective and Impulsive Children. ED 106 723
- Attention Span**
The Development of New Measures of Curiosity for Children. Report No. 56. ED 107 704
- Development of Selective Attention in Reflective and Impulsive Children. ED 106 723
- Attitudes**
Attitudes Toward Physical Activity of Champion Women Basketball Players. ED 107 636
- Center for Teaching and Learning Research and Staff-Development Program (Project Summary). ED 107 353
- The Columbus Video Access Center: A Research Analysis of Public Reaction. ED 107 217
- The Development of the Disability Opinion Surveys and the Social Distance Survey: Preliminary Report. ED 107 041
- Elementary Career Education Guide, Volume 5: Appreciation-Attitudes, Decision Making, Educational Awareness, and Employability. ED 106 615
- An Exploratory Study of Changes in Concepts as Measured by a Semantic Differential Instrument During a College Physical Science Course for Nonscience Students. ED 107 459//
- Marital and Procreative Projections of Northeast Alabama Youth: A Historical Comparison, 1966-1972. ED 107 388
- The Role of Research at the University of San Francisco: A Report to the President. ED 107 182
- Attitude Tests**
The Drug Attitude Film: Development of a Measurement Technique for Assessing Attitudes Towards Adolescent Drug Users. A Preliminary Report Draft. ED 106 741
- A Methodology to Assess the Content and Structure of Affective and Descriptive Meanings Associated with the Work Environment. Research and Development Series No. 98. ED 106 657
- Vocational Opinion Index. ED 107 697//
- Attraction**
Beauty and Dating Choice--Objective and Subjective Reality. ED 106 697
- Audiences**
Audience Response to Speech Analysis Following Televised Political Messages. ED 106 890
- A Cross-Cultural Comparison of Viewer Agreement with Opinionated Television Characters. ED 106 884
- Audio Tutorial Instruction**
Assessment of a Self-Instructional Conversion Model for Elementary Schools. Final Report. ED 107 245
- Audiovisual Aids**
Audiovisual Fundamentals; Basic Equipment Operation and Simple Materials Production. ED 107 250//
- Developing a Successful Elementary School Media Center. ED 107 301//
- Technical Presentations in Multimedia: A Modular Approach. ED 107 244
- Audiovisual Communication**
Proceedings: Cable Broadcasting in the Community. April 30-May 2, 1972. ED 106 491
- Audiovisual Instruction**
Media: An Annotated Catalogue of Law-Related Audio-Visual Materials. Working Notes No. 8. ED 107 553
- Auditory Perception**
Auditory Vocal Analysis and Synthesis Skills of Learning Disabled Children. ED 107 075
- Aural Learning**
Language Development Activities through the Auditory Channel. ED 107 031
- Aurally Handicapped**
Acceptance of the Video Articulator. ED 107 035
- Computer-Assisted Instruction for the Blind and Deaf. ED 107 039
- The Hearing Impaired Mentally/Retarded: A Survey of State Institutions for the Retarded. Monograph No. 4. ED 106 994
- Hearing Levels of Youths 12-17 Years, United States. National Health Survey Series 11, No. 145. ED 107 024
- Impact 8 of the Title VI Programs in the State of Oregon: September 1, 1973-August 1974. ED 107 072
- Reported Emotional/Behavioral Problems Among Hearing Impaired Children in Special Educational Programs: United States, 1972-73. (Series R, No. 1). ED 107 037
- Sesame and You, Two--A Teacher's Helper: A Revised Guide to Accompany a Videotape Package of Twenty Sesame Street Mini Shows. ED 107 015
- Australia**
English at Narrabri High School, Volume 2. ED 106 852
- Authors**
The End of Intelligent Writing: Literary Politics in America. ED 106 849//
- Autism**
U.S. Facilities and Programs for Children with Severe Mental Illnesses. A Directory. ED 107 012
- Autoinstructional Aids**
Assessment of a Self-Instructional Conversion Model for Elementary Schools. Final Report. ED 107 245
- Designing Slide/Tape Self-Instruction; A Focus and Design Session. ED 107 302
- Autoinstructional Methods**
An Analysis and Evaluation of an Audio-Tutorial Approach in the Biology Laboratory at the University Community and Technical College, the University of Toledo. ED 107 458//
- A Comparison of the Audio-Tutorial Method with the Lecture-Demonstration Method for Producing Student Achievement in College Level Physical Science Survey Classes Covering Physics and Astronomy. ED 107 322//
- Formative Evaluation in an Audio-Tutorial Physics Course with Emphasis on Intuitive and Analytic Problem Solving Approaches. ED 107 464//
- Autoinstructional Programs**
Independent Study of Critical Languages in Undergraduate Colleges.

- ED 107 096
- Auto Mechanics (Occupation)**
Exploring Careers in Automotive Sales and Service. ED 106 574
- Average Daily Attendance**
Enrollment and Attendance: 1965-1975. Research Report No. 75-04. ED 107 313
- Aviation Mechanics**
Aviation Machinist's Mate R 1 and C: Rate Training Manual. ED 106 513
- Aviation Technology**
Aviation Machinist's Mate R 1 and C: Rate Training Manual. ED 106 513
- Ball Stick Bird Method**
The Ball-Stick-Bird TM Method in the Classroom. ED 106 750
- Banking**
Career Education Program: Geneva Area City Schools. (Grade 3 Units: Money and Banking, Weather, The Hospital Emergency Room, and Let's Go to Town). ED 106 597
- Bantu Languages**
Development of Syllabic Nasals: The Case of the Bantu Noun Class Prefixes "Mu-," "Mi-," "Ma-." Working Papers on Language Universals, No. 2. ED 107 110
- Basic Educational Opportunity Grant Program**
Federal Student Assistance: A Review of Title IV of the Higher Education Act. ED 107 179
- Basic Skills**
Prediction of Error and Error Type in Computation of Sixth Grade Mathematics Students. ED 107 506//
Topical Modules in Secondary Mathematics. Final Project Report. ED 107 478//
- Basketball**
Attitudes Toward Physical Activity of Champion Women Basketball Players. ED 107 636
The Effect of the Striking Implement's Diameter on a Ball's Rebound Height and Area of Contact. ED 107 658
- Beginning Reading**
The Ball-Stick-Bird TM Method in the Classroom. ED 106 750
Communication Skills through Authorship. ED 106 837
Component Skills in the Word Decoding Task for the Beginning Reader: An Annotated Cross-Referenced Bibliography. Technical Note No. 2-72-03. ED 106 769
Comprehension Considerations in SWRL Reading Instruction. Technical Note No. 2-72-35. ED 106 771
Eden Gardens Kindergarten Program. ED 106 835
[Sound-Word-Sentence-Meaning Song Cards]. ED 106 789
- Beginning Reading Program**
Comprehension Considerations in SWRL Reading Instruction. Technical Note No. 2-72-35. ED 106 771
- Beginning Teachers**
Inner-City Schools and the Beginning Teacher: A Dialogue. ED 107 738
Physical Education Teaching Problems for Analysis and Solution. ED 107 656//
- Behavior**
A Comparison of the Adaptive Behavior of Retarded Individuals Successfully and Unsuccessfully Placed in Group Living Homes. ED 107 034
- Convergent and Discriminant Validation of Three Classroom Observation Systems: A Proposed Model. ED 107 723
- Humanism and Behaviorism in Physical Education: A Dialogue. ED 107 640
- Indoor-Outdoor Space: the Transitional Areas and Their Effect on Human Behavior. Exchange Bibliography No. 517. ED 106 907
- The Relationship Between Psychological Differentiation and Perceptions of Supervisory Behavior. ED 106 487
- Behavioral Counseling**
Behavioral Outcomes for Predelinquents Receiving Behavioral, Generic, or No Counseling. ED 106 676
- Behavioral Objectives**
Behavior Modification. ED 107 614
Development and Evaluation of the Determining Instructional Purposes Training Package: Setting Goals, Analyzing Problems, Deriving Objectives. Far West Series in Instructional Planning. ED 106 973
Development and Implementation of Secondary Special Education Programs. ED 107 042
The Efficacy of Advance Organizers and Behavioral Objectives for Improving Achievement in Physics. ED 107 452//
EMR Curriculum Guide: Junior High and Senior High. ED 107 055
Performance Objectives in Community Junior Colleges: A Study of Their Effect Upon Teaching and Learning at Pensacola Junior College and Their Use in Selected States. ED 107 314
Performing with Objectives. ED 107 140//
Polynomial Representation of Teacher Behavior. ED 106 718
Prime Reading Program. ED 106 798
Training the Difficult Retardate. ED 107 033
Writing Performance/Behavioral Objectives After Teaching with Them. ED 107 641
- Behavioral Science Research**
Behavior Modification. ED 107 614
Contingency Contracting and Operant Behavior Change: An Exercise in Applied Behavior Analysis. ED 106 684
Research Methods in the Behavioral Sciences: A Selected Bibliography. Exchange Bibliography No. 639. ED 106 908
The Role of the Wife in Farm Decisions. Rural Sociology Monograph Number 5. ED 106 533
Theoretical Developments Pertaining To Personal Space and Crowding. ED 106 693
- Behavioral Sciences**
Humanism and Behaviorism in Physical Education: A Dialogue. ED 107 640
Research Methods in the Behavioral Sciences: A Selected Bibliography. Exchange Bibliography No. 639. ED 106 908
- Behavior Change**
Altered States of Consciousness and Alcohol. ED 106 695
Behavior Modification. ED 107 614
Contingency Contracting and Operant Behavior Change: An Exercise in Applied Behavior Analysis. ED 106 684
The Effects of Video Recording Experience Upon the Communication Behavior Skill of
- Empathy and Dogmatism in Sophomore Community College Nursing Students. ED 107 257
- Implementing Self-Management Strategies with Counselor-Trainees. ED 106 738
- Improving Child Management Practices of Parents and Teachers. Maxi I Practicum. Final Report. ED 106 729
- An Investigation of the Effects of a Graduate Course on the Modification of Teacher Behavior. ED 107 646
- Teaching Interpersonal Social Skills: A Prototype Manual of Activities; 1974-1975. ED 107 067
- Behavior Development**
Education in Basic Interpersonal Communication Skills. ED 106 892
- Behavior Patterns**
Aggression and Dominance Relations in Young Children. ED 107 357
Analyzing Sequential Interaction Data: Two Empirical Studies. ED 106 891
A Cognitive Self-Instructional Modeling Approach Vs. The Carkhuff Model For Training Empathy. ED 106 726
Effects of Sexual versus Nonsexual Arousal on Behavior Aggression. ED 106 704
Internal vs. External Determinants of Children's Perceptions of the Causes for Their Behavior. ED 106 724
The Modification of Female Leadership Behavior in the Presence of Males. ED 106 742
- Behavior Problems**
Altered States of Consciousness and Alcohol. ED 106 695
Background and Treatment of the Emotional-Behavior Disorders of Children: A Bibliography of Research (1925-1970). ED 107 027
Behavioral Outcomes for Predelinquents Receiving Behavioral, Generic, or No Counseling. ED 106 676
Reported Emotional/Behavioral Problems Among Hearing Impaired Children in Special Educational Programs: United States, 1972-73. (Series R, No. 1). ED 107 037
- Behavior Theories**
.....Speak No Freewill (Piaget vs. Skinner). Developmental Program Report No. 38. ED 107 345
Theoretical Developments Pertaining To Personal Space and Crowding. ED 106 693
- Belleville Area College**
An Analysis of the Functional Relationships Between the Administrative Staff of a Public Community College and Its Vocational-Technical Lay Advisory Committees: A Case Study. ED 107 320//
- Bias**
Intradistrict Distribution of School Resources to the Disadvantaged: Evidence for the Courts. ED 107 735
Socialization of Sex Roles In The Counseling Setting: Differential Counselor Behavioral and Attitudinal Responses to Typical and Atypical Female Sex Roles. ED 106 727
- Bibliographies**
Advocacy Planning: A Selected Bibliography. Exchange Bibliography No. 323. ED 106 966
Advocacy Planning -- Toward the Development of Theory and Strategy. Exchange Bibliography No. 241. ED 106 954
Architectural Simulation: A Mini-bib. Exchange Bibliography No. 200. ED 106 950

Background and Treatment of the Emotional-Behavior Disorders of Children: A Bibliography of Research (1925-1970).

ED 107 027

Benefit-Cost Analysis: A Select Bibliography. Exchange Bibliography No. 267.

ED 106 959

A Bibliography and Review of Building Evaluation Schemata and Practices. Exchange Bibliography No. 470.

ED 106 904

A Bibliography of Basic Books on Atomic Energy. Update.

ED 107 519

A Bibliography of Dissertations, Theses, and Thesis Alternatives in Planning: 1965-1970. Exchange Bibliography No. 220.

ED 106 952

Bibliography on Computer Mapping. Exchange Bibliography No. 263.

ED 106 957

Bibliography on Geographic Thought, Philosophy, and Methodology, 1950-1974. Geography Curriculum Project Occasional Paper No. 3, Revised.

ED 107 561

Black Religion: A Bibliography of Fisk University Library Materials Relating to Various Aspects of Black Religious Life.

ED 107 309

Child Abuse: An Integration of the Research Related to Education of Children Handicapped as a Result of Child Abuse. Final Report.

ED 107 056

Curriculum, Demonstration and Installation Studies: Information Sources. Bibliography Series No. 25.

ED 106 518

Drug and Health Mediagraphy II: Mental Health.

ED 106 993

Drug and Health Mediagraphy: Personal Health.

ED 106 992

Early Childhood Education: Organization of Reference Topics for Use in Undergraduate Courses. ERIC 1967-Spring 1973. (A Selective Listing).

ED 107 371

Fiscal Management and Planning for Local Governments: A Selected Bibliography of Recent Materials. Exchange Bibliography No. 357.

ED 106 968

Fluoridation Bibliography: Referendums, Public Participation in Decision-Making, and Methodologies for Attitude Perception Studies. Exchange Bibliography No. 268.

ED 106 960

The Future: A Bibliography of Issues and Forecasting Techniques. Exchange Bibliography No. 279.

ED 106 962

Hyperactivity: A Selective Bibliography. Exceptional Child Bibliography Series No. 643.

ED 106 995//

Indoor and Outdoor Space for Mentally and Physically Handicapped Children. Exchange Bibliography No. 503.

ED 106 905

Indoor-Outdoor Space; the Transitional Areas and Their Effect on Human Behavior. Exchange Bibliography No. 517.

ED 106 907

Integrative Forecasting: Literature Survey. Exchange Bibliography No. 252.

ED 106 955

Learning Disabilities-Elementary Level: A Selective Bibliography. Exceptional Child Bibliography Series No. 644.

ED 106 996//

Local Government--Form and Reform: A Selective Bibliography. Exchange Bibliography No. 640.

ED 106 909

Participation in Decision-Making: A Selected Bibliography. Exchange Bibliography No. 258.

ED 106 956

People and Buildings--a Brief Overview of Research. Exchange Bibliography No. 301.

ED 106 965

Planning-Programming-Budgeting Systems: Revised Edition Including Exchange Bibliographies No. 121 and No. 183. Exchange Bibliography No. 289.

ED 106 964

Reading-Learning Disabilities: A Selective Bibliography. Exceptional Child Bibliography Series No. 664.

ED 106 997//

Research Methods in the Behavioral Sciences: A Selected Bibliography. Exchange Bibliography No. 639.

ED 106 908

A Selected Bibliography on Planned Change and Community Planning Practice: Making Things Happen. Exchange Bibliography No. 224.

ED 106 953

A Selective Bibliography of Commercial Radio and Television Engineering.

ED 107 263

Some Sources of Bibliographies Pertaining to Women's Studies.

ED 106 707

Teaching English to Speakers of Other Languages: A Selected Bibliography.

ED 106 480

Transition into Parenthood: The Social Psychological Effects of the First Child on Marital and Parent Behavior. A General Bibliography.

ED 106 680

Working Bibliography on Scaling Methods Appropriate for Analysis of Space Preferences. Exchange Bibliography No. 514.

ED 106 906

Bibliotherapy

Bibliotherapy: Trends in the United States.

ED 107 284

Bicentennial

Bicentennial Plays and Programs.

ED 106 858//

North Carolina in the Revolutionary Era, A Resource Study Unit.

ED 107 592//

Songs of '76: A Folksinger's History of the Revolution.

ED 107 573//

Biculturalism

Controversial Aspects of Bilingual Education.

ED 107 132

Scholastic Learning Problems of Skolt Lapp Children: Intellectual and Motivational Readiness, School Achievement and Official Plans for Schooling.

ED 107 382

Struggle for Independence: Mexico's Rebellion Against Spain. Social Studies. A Teacher's Guide for Grades 1-9.

ED 107 580

Bicycling

Bicycling and Hostels.

ED 107 631

Bidialectalism

Developmental Aspects of Pupil Performance on Bidialectal Tests. Research and Development Memorandum No. 137.

ED 106 867

Bilingual Education

A Better Chance to Learn: Bilingual-Bicultural Education. Clearinghouse Publication No. 51.

ED 107 417

The Bilingual's Two Languages: Duplication or Compartmentalization.

ED 107 156

Biliteracy, or the Bilingual Child's Right to Read.

ED 107 128

Controversial Aspects of Bilingual Education.

ED 107 132

The Current Status of U.S. Bilingual Education Legislation. CAL-ERIC/CLL Series on Languages and Linguistics, No. 23.

ED 107 135

A Final Evaluation Report for the Five Years of Operation (1969-1974) [of the Bilingual Education Program in Greenville, New Hampshire].

ED 107 124

Some Extra Problems That the Bilingual Teachers of Chinese Children Should Consider.

ED 107 112

Bilingualism

The Acquisition of the Concept of Grammatical Gender in Monolingual and Bilingual Speakers of Spanish.

ED 107 134

The Bilingual's Two Languages: Duplication or Compartmentalization.

ED 107 156

Controversial Aspects of Bilingual Education.

ED 107 132

Bilingual Schools

A Final Evaluation Report for the Five Years of Operation (1969-1974) [of the Bilingual Education Program in Greenville, New Hampshire].

ED 107 124

Biochemistry

Effects of Fixatives and Buffers upon the Morphology of Heart and Skeletal Muscle Mitochondria from Exhausted Rats.

ED 107 634

Biological Influences

Selected Issues on Aging.

ED 106 735

Biology

An Analysis and Evaluation of an Audio-Tutorial Approach in the Biology Laboratory at the University Community and Technical College, the University of Toledo.

ED 107 458//

The Design of an Auto-Tutorial Genetics Course to Increase Scientific Literacy among Nonscience Majors and Its Evaluation Using a Science-Related Semantic Differential Instrument.

ED 107 462//

Birth Order

Birth Order and Preference for Dangerous Sports Among Males.

ED 107 628

Birth Rate

Modernism: The Extensiveness of Women's Roles and Attitudes. World Fertility Survey Occasional Papers, No. 14.

ED 107 574

Black English

Development of a Dialect Differentiation Measure for Black English: A Pilot Study.

ED 106 861

Blind

Educational Evaluation of the Optacon (Optical-to-Tactile Converter) as a Reading Aid to Blind Elementary and Secondary Students. Final Report.

ED 107 294

Blocked Careers

Career Patterns of Unaccepted Applicants to Medical School: A Case Study in Reactions to a Blocked Career Pathway.

ED 106 448

Board of Education Policy

Optional Year-Round Plan in Prince William County, Virginia.

ED 106 943

Board of Education Role

The Challenge of Education--Accountability and Local Control.

ED 106 917

How to Evaluate Teachers on Performance.

ED 106 921

Boards of Education

Citizen Advisory Committees.

ED 106 980

Booklists

A Bibliography of Basic Books on Atomic Energy. Update.

ED 107 519

Book Reviews

American Reference Books Annual 1975. Volume 6.

ED 107 235//

Science Books, Volume 10 Number 4.

ED 107 512//

Books

Drug and Health Mediagraphy II: Mental Health.

ED 106 993

The End of Intelligent Writing: Literary Politics in America.

ED 106 849//

Brazil

A Grammar of Spoken Brazilian Portuguese.

- ED 107 137//
- British Columbia**
Adult Education in British Columbia. ED 106 626
- Bronx Community College**
Attrition and Student Progress at Bronx Community College, September 1970 to August 1974. Research Report No. BCC-2-75. ED 107 343
- Budgeting**
Budgeting for Libraries. ED 107 304
Resource Allocation and Budgeting for the 1972-73 Mini-Schools of the Alum Rock Voucher Demonstration. Analysis of the Education Voucher Demonstration. A Working Note. ED 106 894
- Budgets**
Citizens' Handbook on Washington Public School Administration and Finance. Revised. ED 106 910
- Building Design**
A Bibliography and Review of Building Evaluation Schemata and Practices. Exchange Bibliography No. 470. ED 106 904
- Building Improvement**
Environment and Space Utilization: Project LEM. ED 106 902
- Building Operation**
Custodial Management Practices in the Public Schools. Research Bulletin No. 19. ED 106 913//
- Buildings**
People and Buildings—a Brief Overview of Research. Exchange Bibliography No. 301. ED 106 965
- Building Trades**
Exploring Careers in Building and Plant Maintenance. ED 106 589
- Bureau of Indian Affairs**
Federal Indian Policies ...from the Colonial Period through the Early 1970's. ED 107 420
- Bureau of Institutional Schools**
The Role of the Institutional School Representative: Massachusetts State Department of Education. ED 106 982
- Business Education**
Basic Teaching Kit on Consumer Advertising. ED 107 577//
Exploring Business Careers: Grade 9. Bulletin No. 265. ED 106 515
- Business Education Teachers**
Professors as Teacher Trainers. Career and Technology Education Monograph Series No. 1. ED 106 485
- Business Responsibility**
Career Education and the Businessman: A Handbook of Action Suggestions. ED 106 561//
- Cable Television**
The Columbus Video Access Center: A Research Analysis of Public Reaction. ED 107 217
Proceedings: Cable Broadcasting in the Community. April 30-May 2, 1972. ED 106 491
- California**
The State of the Thought. ED 107 647
University of Southern California Instructional Materials Center for Special Education. Final Technical Report. ED 107 086
- Canada**
Canadian Adult Basic Education: An Overview. Occasional Paper No. 4. ED 106 483
- Continuing Education and North American Society. Occasional Paper No. 1. ED 106 484
Organizing for Life-Long Learning. Occasional Paper No. 2. ED 106 482
Patterns of Dropping Out. Toronto Board of Education Research Service Number 129. ED 106 720
Summary of the Federal Government Library Survey Report. ED 107 228//
Teaching English as an Additional Language to Older People: A Case Study. ED 106 535
- Capital Outlay (for Fixed Assets)**
Capital Outlay Financing. ED 106 934
Rural Development: Fourth Annual Report of the President to the Congress on Government Services to Rural America. ED 107 437
Rural Development: Third Annual Report of the President to the Congress on Government Services to Rural America. ED 107 436
- Career Awareness**
Career Awareness Exemplary Project. Final Program Report. ED 106 559
Career Development Guides: Career Awareness Through Afro-American Literature. ED 106 629
Career Development Guides: Child Development. ED 106 633
Career Development Guides: Elementary: Primary-K-3, Intermediate-4-5. ED 106 627
Career Development Guides: Guidance Career Unit. ED 106 630
Career Development Guides: Middle School: Grades Six and Seven. ED 106 628
Career Development Guides: Situational English. ED 106 631
Career Development Guides: Sociology of Occupations. ED 106 632
Career Education Program: Geneva Area City Schools. [Kindergarten Units: The School, The Farm, The Family, and Transportation]. ED 106 594
Career Education Program: Geneva Area City Schools. [Grade 1 Units: Community, School, The Grocer, and The Farm]. ED 106 595
Career Education Program: Geneva Area City Schools. [Grade 2 Units: Postal Services, Our Homes, Clothing, Community Helpers, and Custodians In Our Lives]. ED 106 596
The Choice Is Yours: A Women's Studies Curriculum for Non-College-Bound High School Girls. ED 107 571
Elementary Career Education Guide, Volume 1: Self Awareness. ED 106 610
Elementary Career Education Guide, Volume 2: Career Awareness—Primary. ED 106 611
Elementary Career Education Guide, Volume 2B: Career Awareness—Intermediate. ED 106 612
Elementary Career Education Guide, Volume 3: Economic Awareness. ED 106 613
Elementary Career Education Guide, Volume 4: Beginning Competency. ED 106 614
Elementary Career Education Guide, Volume 5: Appreciation-Attitudes, Decision Making, Educational Awareness, and Employability. ED 106 615
Elementary School Project for Level One: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 565
Elementary School Project for Level Two: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 566
- Elementary School Project for Level Four: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 568
Elementary School Project for Level Five: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 569
Exploring Business Careers: Grade 9. Bulletin No. 265. ED 106 515
Forest Services: World of Work Project: Fifth Grade: Science. ED 106 606
My Parent's Work from A to Z: World of Work Project: Social Studies: Kindergarten. ED 106 604
Occupational Awareness through Dramatic Play: A Curriculum Guide for Primary Grades: Parts 1 and 2. ED 106 669
The Orthodontist, Our Friend: World of Work Project: Fifth Grade: Health. ED 106 605
PIPS: People in Products and Services: Guidebook to Be Used with Idea Book. ED 106 530
Resource Unit—Level Six. Lincoln County Exemplary Program in Vocational Education. ED 106 570
Resource Unit—Level Three. Lincoln County Exemplary Program in Vocational Education. ED 106 567
World of Work: Elementary School Career Education: Available Units. ED 106 603
- Career Choice**
The Attractiveness of Air Force Non-Monetary Benefits. Final Report, Period July 1972 - June 1974. ED 106 489
Career Patterns of Unaccepted Applicants to Medical School: A Case Study in Reactions to a Blocked Career Pathway. ED 106 448
Educational Advising and Vocational Choice. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 18R. ED 106 746
Measured Aptitudes vs Self-Rating in Identifying Occupations. ED 107 335
Parents: Key People to Assist in Occupational Decision Making (Project Number 1100). Final Report. ED 106 687
- Career Education**
AAPS: Local Attendance Area Planning for Career Education. ED 106 531
The Academy for Career Education: Diffusion Issues. ED 106 663
Career Activities in Science: Grades 7-12. ED 106 546
Career Awareness Exemplary Project. Final Program Report. ED 106 559
Career Clusters: What They Are and How to Use Them: Counselor Guide. ED 106 616
Career Decision-Making Program: Interim Product Report. ED 106 563
Career Development Curriculum Guide for Intermediate Grades. ED 106 554
Career Development Guide: Grades 3-5. ED 106 635
Career Development Guide: Grades 6-8. ED 106 636
Career Development Guide: Grades K-2. ED 106 634
Career Development Guides: Elementary: Primary-K-3, Intermediate-4-5. ED 106 627
Career Development Guides: Middle School: Grades Six and Seven. ED 106 628
Career Development Guide: Special Education. ED 106 638
Career Education and the Businessman: A Handbook of Action Suggestions. ED 106 561//
Career Education: An Idea Book. ED 106 529

- Career Education Curriculum Materials: (Georgia, Mississippi, South Carolina, North Carolina). ED 106 608
- Career Education: Geneva Area City Schools. [EMR Units: What Am I Like? and From the Ground to the Table]. ED 106 602
- Career Education Guide: K-14. ED 106 562
- Career Education: Information Packet Revision. ED 106 660
- Career Education Instructional Guide. ED 106 501
- Career Education Materials Catalog: Grades 7-12. ED 106 548
- Career Education Program: Geneva Area City Schools. [Kindergarten Units: The School, The Farm, The Family, and Transportation]. ED 106 594
- Career Education Program: Geneva Area City Schools. [Grade 1 Units: Community, School, The Grocer, and The Farm]. ED 106 595
- Career Education Program: Geneva Area City Schools. [Grade 2 Units: Postal Services, Our Homes, Clothing, Community Helpers, and Custodians In Our Lives]. ED 106 596
- Career Education Program: Geneva Area City Schools. [Grade 3 Units: Money and Banking, Weather, The Hospital Emergency Room, and Let's Go to Town]. ED 106 597
- Career Education Program: Geneva Area City Schools. [Grade 4 Units: Conservation, The World of Work, and This is My Life]. ED 106 598
- Career Education Program: Geneva Area City Schools. [Grade 5 Units: Communications Through Conservation, Getting to Know Your Newspaper, and Television]. ED 106 599
- Career Education Program: Geneva Area City Schools. [Grade 6 Units: Food Production, Ecology, Mind and Body, and Food Services]. ED 106 600
- Career Education Program: Geneva Area City Schools. [Grade 9 Unit: Leisure Work]. ED 106 601
- Career Education Project: Resource and Instructional Manual for the Implementation of a Model Career Guidance Curriculum Unit. ED 106 650
- Career Education: The Need and an Approach Toward Implementation. ED 106 652
- Career Investigation: Middle Schools. Bulletin No. 735. ED 106 558
- Career Orientation: Grade 7 and 8: A Unified Approach: Science Careers. Activity Manual. ED 106 573
- Career Orientation: Grade 8. ED 106 547
- Career Specialist Handbook for the World of Work K-10 Continuum. ED 106 557
- Cluster Interest Inventory. ED 106 617
- Compulsory Education: Keep, Change or Abolish? ED 106 914
- Conceptualization of Prototype Placement Program. ED 106 649
- Creating an Advertising Campaign: An Evaluation Report for the Occupational Exploration Programs. ED 106 507
- Developing Career Education; 7-12 Instructional Units. ED 106 621
- Developing Career Education; Grades 3-6 Instructional Units. ED 106 620
- Developing Career Education; K-2 Instructional Units. ED 106 619
- A Developmental Approach to Career Guidance, Counseling and Placement: New Hampshire Guidelines. ED 106 623
- Developmental Career Education: Primary Years. ED 106 624
- EBCE: A Design for Career Education: Curriculum Report from the Curriculum Service Center. ED 106 525
- Elementary Career Education Activities: K-3. ED 106 544
- Elementary Career Education Guide, Volume 1: Self Awareness. ED 106 610
- Elementary Career Education Guide, Volume 2: Career Awareness--Primary. ED 106 611
- Elementary Career Education Guide, Volume 2B: Career Awareness--Intermediate. ED 106 612
- Elementary Career Education Guide, Volume 3: Economic Awareness. ED 106 613
- Elementary Career Education Guide, Volume 4: Beginning Competency. ED 106 614
- Elementary Career Education Guide, Volume 5: Appreciation-Attitudes, Decision Making, Educational Awareness, and Employability. ED 106 615
- Elementary School Project for Level One: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 565
- Elementary School Project for Level Two: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 566
- Elementary School Project for Level Four: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 568
- Elementary School Project for Level Five: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 569
- Evaluation of an Occupational Education Model for Primary Grades. ED 106 665
- Evaluation of the Community Experiences for Career Education Program. ED 107 719
- Exploring Careers in Automotive Sales and Service. ED 106 574
- Exploring Careers in Building and Plant Maintenance. ED 106 589
- Exploring Careers in Education. ED 106 577
- Exploring Careers in Electricity--Electronics. ED 106 576
- Exploring Careers in Environmental Protection. ED 106 575
- Exploring Careers in Food Preparation and Services. ED 106 584
- Exploring Careers in Graphic Reproduction and Printing Occupations. ED 106 581
- Exploring Careers in Health and Medicine. ED 106 587
- Exploring Careers in International Travel, Trade and Communications. ED 106 586
- Exploring Careers in Law Enforcement. ED 106 592
- Exploring Careers in Music. ED 106 585
- Exploring Careers in Ornamental Horticulture. ED 106 582
- Exploring Careers in Photography. ED 106 578
- Exploring Careers in Public and Civil Service Occupations. ED 106 579
- Exploring Careers in Radio and Television Program Production. ED 106 583
- Exploring Careers in Textile Manufacturing and Services. ED 106 588
- Exploring Careers in Visual Advertising Services. ED 106 580
- Exploring Careers in Writing for the Market. ED 106 590
- Exploring Writing Careers in Journalism. ED 106 591
- Goals and Options. Spaces for Career Preparation: Document 1. ED 106 938
- Guide for Integrating Career Development into the Curriculum: Grades 7-9. ED 106 553
- A Guide for the Development of Career Education. ED 106 552
- Handbook of Career Information Resources. ED 106 622
- The Health and Welfare Module: An Evaluation Report for the Occupational Exploration Program. ED 106 509
- Independent Career Education. Grades 9-10. ED 106 671
- Insurance: An Evaluation Report for the Occupational Exploration Program. ED 106 508
- Iowa Priority Program Areas Requiring Specialized Training of Less Than Baccalaureate Degree. ED 106 655
- The Life Career Development Program; Guidelines for Organization. ED 106 667
- Maine Curriculum Guide for Career Education K-12. ED 106 492
- Manufacturing Production: An Evaluation Report for the Occupational Exploration Program. ED 106 506
- Master Index for Elementary Awareness Guides. ED 106 609
- New Jersey Career Guidance Guide: Report of New Jersey Career Guidance Conferences, 1973-74. ED 106 625
- Occupational Awareness through Dramatic Play: A Curriculum Guide for Primary Grades: Parts 1 and 2. ED 106 669
- Occupational Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 11. ED 106 664
- Occupational Exploration Program: Evaluation Report Notebook--An Overview. ED 106 502
- Ohio Career Development Program Inservice Procedures Manual. Final Draft. ED 106 560
- PIPS: People in Products and Services: Guidebook to Be Used with Idea Book. ED 106 530
- Planning Construction Projects: An Evaluation Report for the Occupational Exploration Program. ED 106 504
- Planning Educational Programs: An Evaluation Report for the Occupational Exploration Program. ED 106 503
- Planning for Career Education Programs: Guidelines for Local Planners. ED 106 656
- A Position Paper: Career Education. ED 106 471
- Processes of Planning. Spaces for Career Preparation: Document 2. ED 106 937
- Product Services Module: An Evaluation Report for the Occupational Exploration Program. ED 106 505
- Project: Careers. A Career Education Curriculum for the Platte County R-III Schools. ED 106 666
- Resource Bibliography in Career Education: Annotated Bibliography of Locally Produced Curriculum and Instructional Materials. ED 106 564
- Resource Unit for Levels Nine and Ten Using the Occupational Clusters in Career Exploration. Lincoln County Exemplary Program in Vocational Education. ED 106 572
- Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation. Lincoln County Exemplary Program in Vocational Education. ED 106 571
- Resource Unit--Level Six. Lincoln County Exemplary Program in Vocational Education. ED 106 570
- Resource Unit--Level Three. Lincoln County Exemplary Program in Vocational Education. ED 106 567

Suggested Guidelines for Career Education Workshops.

ED 106 607

Suggested Resource and Instructional Materials for Obtaining Information About Careers. Bulletin No. 42-974.

ED 106 653

Taxonomy and Profiles of Career Education. Volumes 1-4.

ED 106 516

Toward an Integrated Elementary School Curriculum through Career Awareness Activities.

ED 106 712

Vocational Assessment Systems: Application in Programs Serving Special Needs Populations.

ED 106 654

World of Work: Elementary School Career Education: Available Units.

ED 106 603

World of Work: K-6 Curriculum.

ED 106 555

World of Work: K-10 Continuum.

ED 106 556

Career Exploration**Career Education Curriculum Materials: (Georgia, Mississippi, South Carolina, North Carolina).**

ED 106 608

Career Exploration Curriculum Guide: 9-10.

ED 106 551

Career Investigation: Middle Schools. Bulletin No. 735.

ED 106 558

Creating an Advertising Campaign: An Evaluation Report for the Occupational Exploration Programs.

ED 106 507

Exploring Business Careers: Grade 9. Bulletin No. 265.

ED 106 515

Exploring Careers in Automotive Sales and Service.

ED 106 574

Exploring Careers in Building and Plant Maintenance.

ED 106 589

Exploring Careers in Education.

ED 106 577

Exploring Careers in Electricity--Electronics.

ED 106 576

Exploring Careers in Environmental Protection.

ED 106 575

Exploring Careers in Food Preparation and Services.

ED 106 584

Exploring Careers in Graphic Reproduction and Printing Occupations.

ED 106 581

Exploring Careers in Health and Medicine.

ED 106 587

Exploring Careers in International Travel, Trade and Communications.

ED 106 586

Exploring Careers in Law Enforcement.

ED 106 592

Exploring Careers in Music.

ED 106 585

Exploring Careers in Ornamental Horticulture.

ED 106 582

Exploring Careers in Photography.

ED 106 578

Exploring Careers in Public and Civil Service Occupations.

ED 106 579

Exploring Careers in Radio and Television Program Production.

ED 106 583

Exploring Careers in Textile Manufacturing and Services.

ED 106 588

Exploring Careers in Visual Advertising Services.

ED 106 580

Exploring Careers in Writing for the Market.

ED 106 590

Exploring Writing Careers in Journalism.

ED 106 591

The Health and Welfare Module: An Evaluation Report for the Occupational Exploration Program.

ED 106 509

Independent Career Education. Grades 9-10.

ED 106 671

Insurance: An Evaluation Report for the Occupational Exploration Program.

ED 106 508

Manufacturing Production: An Evaluation Report for the Occupational Exploration Program.

ED 106 506

Occupational Exploration Program: Evaluation Report Notebook--An Overview.

ED 106 502

Planning Construction Projects: An Evaluation Report for the Occupational Exploration Program.

ED 106 504

Planning Educational Programs: An Evaluation Report for the Occupational Exploration Program.

ED 106 503

Product Services Module: An Evaluation Report for the Occupational Exploration Program.

ED 106 505

Resource Unit for Levels Nine and Ten Using the Occupational Clusters in Career Exploration. Lincoln County Exemplary Program in Vocational Education.

ED 106 572

Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation. Lincoln County Exemplary Program in Vocational Education.

ED 106 571

Career Guidance**Basic Internal Accountability Design for Career Guidance: An Affective Evaluation Report: Career Guidance Report No. 1.**

ED 106 451

Career Decision-Making Program: Interim Product Report.

ED 106 563

Connecticut Career Guidance Assessment, 1974.

ED 106 450

Career Maturity Inventory**Parents: Key People to Assist in Occupational Decision Making (Project Number 1100). Final Report.**

ED 106 687

Career Opportunities**Career Development Opportunities for Native Americans.**

ED 107 424

Career Education: The Leisure Occupations Cluster. Information Series No. 86.

ED 106 534

Development of Career Opportunities for Technicians in the Nuclear Medicine Field. Final Report.

ED 107 498

What and How for Foreign Language Students: What Are the Career Opportunities and How to Prepare for Them.

ED 107 095

Career Orientation**Career Orientation: Grade 7 and 8: A Unified Approach: Science Careers. Activity Manual.**

ED 106 573

Career Orientation: Grade 8.

ED 106 547

Career Planning**Analysis of Pronouncements, Theories, and Research on Career Counseling.**

ED 106 740

Career Patterns of Unaccepted Applicants to Medical School: A Case Study in Reactions to a Blocked Career Pathway.

ED 106 448

Cluster Interest Inventory.

ED 106 617

Decisions for Living: A Guide for Personal Planning.

ED 106 618

Elementary Career Education Guide, Volume 2B: Career Awareness--Intermediate.

ED 106 612

Independent Career Education. Grades 9-10.

ED 106 671

What and How for Foreign Language Students: What Are the Career Opportunities and How to Prepare for Them.

ED 107 095

Careers**Promotion and Careers in Teaching.**

ED 107 621//

Caribbean Literature**ACTFL Workshop Proceedings: Black Literature of French Expression.**

ED 107 103

Carkhuff Empathy Training Method**A Cognitive Self-Instructional Modeling Approach Vs. The Carkhuff Model For Training Empathy.**

ED 106 726

Cartography**Bibliography on Computer Mapping. Exchange Bibliography No. 263.**

ED 106 957

Case Studies**Cross-Cultural Inquiry: Value Clarification Exercises. A Center for Latin American Studies Curriculum Report.**

ED 107 536

In Spite of the System: The Individual and Educational Reform.

ED 107 739//

Toward Effective Change in an Elementary School: A Case Study of Some Positive Results of Court-Ordered Change.

ED 106 970

Catalog Card Reproduction**RLMS Micro-File: Current State of Catalog Card Reproduction.**

ED 107 281//

RLMS Micro-File: Current State of Catalog Card Reproduction. Supplement 1.

ED 107 282//

Cataloging**Current and Retrospective Sources of Machine Readable Monograph Cataloging Records; A Study of Their Potential Cost and Utility in Automated System Development at the University of Minnesota.**

ED 107 280

The Future of Card Catalogs. Report of a Program Sponsored by the Association of Research Libraries, January 18, 1975.

ED 107 210

Catalogs**Basic Rules of Alphabetical Sequence Simplified.**

ED 107 267

Career Education Materials Catalog: Grades 7-12.

ED 106 548

The Future of Card Catalogs. Report of a Program Sponsored by the Association of Research Libraries, January 18, 1975.

ED 107 210

RLMS Micro-File: Current State of Catalog Card Reproduction.

ED 107 281//

RLMS Micro-File: Current State of Catalog Card Reproduction. Supplement 1.

ED 107 282//

World of Work: Elementary School Career Education: Available Units.

ED 106 603

Caucasian Students**Perceived Occupational Goal Blocks of Southern Youth.**

ED 107 394

Causation**Personal Causation Training and Goal Setting in Seventh Grade.**

ED 106 725

Causatives**Learning the Structure of Causative Verbs: A Study in the Relationship of Cognitive, Semantic and Syntactic Development. Papers and Reports on Child Language Development, No. 8.**

ED 107 118

A Study of Korean Causatives. Working Papers in Linguistics, Vol. 6, No. 4.

ED 107 123

Censorship**The End of Intelligent Writing: Literary Politics in America.**

ED 106 849//

Census Figures**Characteristics of American Youth: 1974. Current Population Reports, Special Studies, Series P-23, No. 51.**

ED 107 567

Persons of Spanish Origin in the United States: March 1974. Population Characteristics, Current Population Reports. Series P-20, No. 280.

ED 107 397

206 Subject Index

- A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume I: Americans of Spanish Origin. ED 107 411
- Center for International Studies**
Impacts on an Educational Researcher. ED 107 680
Impacts on an Educationist/Administrator. ED 107 679
Impacts on an Intellectual Historian. ED 107 678
Impacts on a Social Psychologist-Consultant. ED 107 677
Some Impacts of the Evaluation of an Experimental International Studies Curriculum on the Members of an Interdisciplinary Evaluation Team. ED 107 676
- Centralization**
Learning Materials and Services at the University of North Carolina at Charlotte. ED 107 260
- Cerebral Dominance**
Heterogeneity in Language and Speech: Neurolinguistic Studies. Working Papers in Phonetics, No. 29. ED 107 160//
- Certification**
Future Utilization of the Continuing Education Unit in Conferences, Institutes, Short Courses, Workshops, Seminars, and Special Training Programs Within the Southern Association of Colleges and Schools. ED 106 539
- Change Agents**
Advocacy Planning -- Toward the Development of Theory and Strategy. Exchange Bibliography No. 241. ED 106 954
Community Reaction to Educational Change. Social Sciences, Education, Number 3. ED 107 545
The Dynamics of Curriculum Revision. ED 107 650
Expertness, Type of Appeal, and Influence in Counseling. Research Bulletin Volume 15, Number 3. ED 106 717
Rural Renaissance--A Perspective and a Process. ED 107 390
- Change Strategies**
Advocacy Planning -- Toward the Development of Theory and Strategy. Exchange Bibliography No. 241. ED 106 954
Channels for Changing Secondary Schools. A Report from the State Superintendent's Task Force on Secondary Education. Curriculum Administration Series. Publication No. 471. ED 106 928
Community Reaction to Educational Change. Social Sciences, Education, Number 3. ED 107 545
Critical Awareness for Improvement: The School and You. ED 106 983
Design for a Performance Based Adult Education Community Coordinating Agency. ED 106 490
Innovations in Classroom Organization. ED 106 895
Plan for Implementation of Extended School Year. ED 106 990
Toward Effective Change in an Elementary School: A Case Study of Some Positive Results of Court-Ordered Change. ED 106 970
- Changing Attitudes**
Aspirations, Expectations, and Attitudes of South Carolina High School Students. ED 107 406
Changes in Educational Aspirations from Sophomore to Senior Year of a State-Wide Sample of South Carolina High School Students. ED 107 405
Classroom Techniques to Evaluate Advertising in Magazines. ED 106 873
- Drugs and Attitude Change. Nonmedical Drug Use: Attitudes and Attitude Change. National Institute on Drug Abuse Research Issues 3. ED 106 714
Learning Process in Aging and Adult Education. ED 106 734
Youth 1974: Finance-Related Attitudes. Report on the Institute's Third Biennial Survey of Americans Ages 14 through 25. ED 107 559
- Chemical Analysis**
Wisconsin's Lake Superior Basin Water Quality Study. Supplement. Technical Report No. 2. ED 107 477//
- Chemical Reactions**
Effects of Fixatives and Buffers upon the Morphology of Heart and Skeletal Muscle Mitochondria from Exhausted Rats. ED 107 634
- Chemistry**
The Development, Field Testing and Evaluation of Three Hierarchies of Behaviorally Stated Objectives for the Chemistry Content of a Course of Instruction in Physical Science for Pre-Service Nursing Students. ED 107 450//
- Chesapeake Bay**
Maryland Environmental Education Survey. Part One: The Chesapeake Bay as an Integral Part of the Environmental Education Program. Progress Report. ED 107 475//
- Chicago Public Library**
An Evaluation of the El Centro de la Causa Library and Information Center: August 1973 through July 1974. Final Report. ED 107 291
- Chicanos**
The Chicano and the Meaning of Mexico. ED 107 391
The Recruitment, Channeling, and Placement of Chicano Teachers. ED 107 430
- Child Abuse**
Child Abuse: An Integration of the Research Related to Education of Children Handicapped as a Result of Child Abuse. Final Report. ED 107 056
- Child Development**
Career Development Guides: Child Development. ED 106 633
Demonstration and Research Center for Early Education (DARCEE). ED 107 384//
Early Childhood Education: Organization of Reference Topics for Use in Undergraduate Courses. ERIC 1967-Spring 1973. (A Selective Listing). ED 107 371
Early Home Environment and Changes in Mental Test Performance in Children from 6 to 36 Months. ED 107 728
Effects of Exercise on Children. ED 107 613
Motor Development in Early Childhood: A Guide for Movement Education with Ages 2 to 6. ED 107 620//
The New York City Infant Day Care Study Design. ED 107 360
Observing and Assessing Infant Day Care Environment. ED 107 361
Physical Education '73. ED 107 599
Psychological and Physical Implications of Highly Competitive Sports for Children. ED 107 612
Totline Tidbits: A Special Packet of Materials. ED 107 344
- Childhood Needs**
A School District Looks at an Alternative to Half-Day, Every Day Kindergarten Programs. ED 107 347
- Child Labor Legislation**
Compulsory Education: Keep, Change or Abolish? ED 106 914
- Child Language**
The Acquisition of Aux. Papers and Reports on Child Language Development, No. 8. ED 107 117
Comparative Studies in Second Language Learning. CAL-ERIC/CLL Series on Language and Linguistics, No. 26. ED 107 157
Design of the Kindergarten Program Entry Survey. ED 106 863
A Deviant Phonological System of English. Papers and Reports on Child Language Development, No. 8. ED 107 116
Fricatives in Child Language Acquisition. Papers and Reports on Child Language Development, No. 6. ED 107 115//
Language Is Experience. ED 106 851
Learning the Structure of Causative Verbs: A Study in the Relationship of Cognitive, Semantic and Syntactic Development. Papers and Reports on Child Language Development, No. 8. ED 107 118
Some Notes on Lee and Canter's "Developmental Sentence Scoring: A Clinical Procedure for Estimating Syntactic Development in Children's Spontaneous Speech." Papers and Reports on Child Language Development, No. 4. ED 107 113
"This Man's Father Is My Father's Son": A Study of the Acquisition of English Kin Terms. Papers and Reports on Child Language Development, No. 5. ED 107 114//
- Children**
Children in Pennsylvania. Volume 1. State Summary. Social Indicators for Human Services Series 1. ED 107 421
Crystallizing Conditions, Developmental Advance and Education. First Annual Report. ED 107 348
Development of Selective Attention in Reflective and Impulsive Children. ED 106 723
Dynamic Physical Education for Elementary School Children. ED 107 667//
Effects of Exercise on Children. ED 107 613
Internal vs. External Determinants of Children's Perceptions of the Causes for Their Behavior. ED 106 724
The Motivational Component of Stated Expectancies in Children at Two Developmental Levels. ED 106 739
Psychological and Physical Implications of Highly Competitive Sports for Children. ED 107 612
- Childrens Books**
Evaluating Materials About Africa for Children. ED 107 262
- Childrens Embedded Figures Test (CEFT)**
Individual Differences in Cognitive Style and The Guidance Variable in Instruction. ED 106 705
- Chinese**
Some Extra Problems That the Bilingual Teachers of Chinese Children Should Consider. ED 107 112
- Chinese Americans**
Some Extra Problems That the Bilingual Teachers of Chinese Children Should Consider. ED 107 112
- Choctaws**
Occupational Prestige Among the Choctaw Indians. ED 107 393
- Choral Speaking**
Bicentennial Plays and Programs. ED 106 858//

Church Programs

- The Black Church in America. ED 107 576

Church Role

- The Black Church in America. ED 107 576

Citation Indexes

- Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5. ED 107 428
- The North American Indian; A Bibliography of Community Development. ED 107 443
- Rural Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1. ED 107 429
- Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1. ED 107 416

Citizen Participation

- Citizen Advisory Committees. ED 106 980
- How to Protect Your Rights in Television and Radio. ED 107 225//
- The Lummi Indian Demonstration Project. ED 107 392
- Televote; A New Civic Communication System. ED 107 300

Citizenship Responsibility

- North Carolina in the Revolutionary Era, A Resource Study Unit. ED 107 592//
- Televote; A New Civic Communication System. ED 107 300

City College of San Francisco

- Measured Aptitudes vs Self-Rating in Identifying Occupations. ED 107 335
- Trends in Expressed Educational Objectives, 1968-1973 [and] Students "Undecided" as to Educational Objectives. ED 107 340

City Planning

- Advocacy Planning: A Selected Bibliography. Exchange Bibliography No. 323. ED 106 966
- Advocacy Planning -- Toward the Development of Theory and Strategy. Exchange Bibliography No. 241. ED 106 954
- Fiscal Management and Planning for Local Governments: A Selected Bibliography of Recent Materials. Exchange Bibliography No. 357. ED 106 968

City Problems

- A Selected List of Urban, Environmental and Social Problem Gaming/Simulations. ED 107 752

City Wide Programs

- Career Specialist Handbook for the World of Work K-10 Continuum. ED 106 557
- A Position Paper: Career Education. ED 106 471

Civil Liberties

- Compendium of Law Suits Establishing the Legal Rights of Mentally Retarded Citizens. ED 107 018
- Mental Retardation and the Law: A Report on Status of Current Court Cases. ED 107 057

Civil Rights

- The Federal Civil Rights Enforcement Effort--1974. Volume I: To Regulate in the Public Interest. ED 107 754
- The Federal Civil Rights Enforcement Effort--1974. Volume II: To Provide ... For Fair Housing. ED 107 755
- Federal Civil Rights Enforcement Effort--1974. Volume IV. To Provide Fiscal Assistance. ED 107 756

Civil Rights Legislation

- Notice of Charge of Employment Discrimination--Prelude to Fact Finding or Witch Hunt? ED 107 316

Class Activities

- Career Education: An Idea Book. ED 106 529
- A Collection of Games and Activities for the Instruction of Pre-Reading Skills. ED 106 780
- Ideas for Classroom Reading Activities. ED 106 781
- Language Development Activities through the Auditory Channel. ED 107 031
- Language Is Experience. ED 106 851
- Readiness Continuum. ED 107 029
- Sesame and You, Two--A Teacher's Helper: A Revised Guide to Accompany a Videotape Package of Twenty Sesame Street Mini Shows. ED 107 015

Classification

- An Alternative System of Subject Classification for Media Libraries. ED 107 275
- The Educable Mentally Retarded Student in the Secondary School: What Research Says to the Teacher. ED 107 047
- Educational Technology in Special Education. Didakometry No. 43. ED 107 028
- Patterns of Dropping Out. Toronto Board of Education Research Service Number 129. ED 106 720

Class Organization

- Innovations in Classroom Organization. ED 106 895

Classroom Communication

- Interpersonal Skills Training for Teachers. National Consortium for Humanizing Education, Interim Report No. 2 (Introductory Materials). ED 106 731

Classroom Environment

- Center for Teaching and Learning Research and Staff-Development Program (Project Summary). ED 107 353
- The Effect of the Open Classroom Environment on Locus of Control. ED 107 224
- New Patterns of Teacher Education and Tasks. General Analyses. ED 107 602
- Response Surface Analysis. National Consortium for Humanizing Education, Interim Report No. 3. ED 106 732

Classroom Guidance Programs

- Career Education Project: Resource and Instructional Manual for the Implementation of a Model Career Guidance Curriculum Unit. ED 106 650
- Career Education: The Need and an Approach Toward Implementation. ED 106 652

Classroom Observation Techniques

- Convergent and Discriminant Validation of Three Classroom Observation Systems: A Proposed Model. ED 107 723
- Executive Competence in Preschool Children. ED 107 378
- Observation Procedures for Classroom Tryout of Instructional Materials and Procedures. ED 106 887
- A Pilot Project to Examine Whether Teachers "Turn On" Only When Observers Are Present. ED 107 622
- The Responsive Classroom Observation Schedule--Background and Development. ED 107 375

Classroom Research

- Center for Teaching and Learning Research and Staff-Development Program (Project Summary). ED 107 353

Classroom Techniques

- Ideas for Classroom Reading Activities. ED 106 781

Class Size

- Class Size and Teacher Load. ED 107 627

Clerical Occupations

- A Guide to the Operation of a Basic and Clerical Skills Program for AFCD [Aid to Families With Dependent Children] Trainees. ED 106 474//

Client Centered Evaluation

- Student Evaluation of Teachers and Administrators. Oregon School Study Council Bulletin, Vol. 18, No. 8. ED 106 927

Clinical Diagnosis

- Issues in Language and Cognition: Implications for Clinical Practice. ED 107 077

Clinical Experience

- Advocacy Planning: A Selected Bibliography. Exchange Bibliography No. 323. ED 106 966

Closed Circuit Television

- A Double X-Y Platform for Randsight-Type Instruments. ED 107 061
- Interactive Classroom TV System for the Handicapped. ED 107 062

Closeness

- A Study of Close Interpersonal Relationships. ED 106 889

Clothing Instruction

- An Evaluation of Doris Katz' Home Economics 134. ED 107 718

Clothing Maintenance Specialists

- Exploring Careers in Textile Manufacturing and Services. ED 106 588

Cloze Procedure

- Cloze, Discourse, and Approximations to English. ED 107 144
- The Cloze Procedure--A Selected Annotated Bibliography. ED 106 749
- Le test de closure: mesure de la lisibilité et de la compréhension (Cloze Test: Measure of Readability and Comprehension). ED 107 104//

Clubs

- Sports Club Development--The '70's Community Involvement. ED 107 661

Cluster Grouping

- The Application of DACUM in Retraining and Post-Secondary Curriculum Development. Second Edition. ED 106 479
- The "Closed School-Cluster" Method of Selecting a Probability Sample. ED 107 725

Codification

- Spanish Surnames. Southwest Regional Laboratory (SWRL) Technical Note No. TN 1-72-08. ED 107 423

Cognitive Ability

- A Structure of Concept Attainment Abilities. ED 107 470//

Cognitive Development

- Conceptual Development During the School Years. ED 107 374
- Developmental Stage Theory and Drug Abuse Education. ED 106 719
- The Development of Levels of Abstraction in Children's Thinking about Complex Social Problems. ED 107 562
- Formative Evaluation in an Audio-Tutorial Physics Course with Emphasis on Intuitive and Analytic Problem Solving Approaches.

- ED 107 464//
Social Experience and the Development of Social Cognition in Orthopedically Disabled and Non Disabled Children.
- ED 106 991
Student Development, Teacher Characteristics and Class Characteristics in Junior High School Science.
- ED 107 460//
A Study of Concrete and Formal Operations in School Mathematics: A Piagetian Viewpoint.
- ED 107 499//
Word Meaning in Human Development.
- ED 107 381
- Cognitive Measurement**
A Longitudinal Study of Selected Cognitive and Non-Cognitive Student Outcomes From Grade 5 to Grade 9.
- ED 106 700
- Cognitive Objectives**
Proposed Learning Objectives for Environmental Education.
- ED 107 527
- Cognitive Processes**
Cognitive Psychology: A Computer-Oriented Laboratory Manual. Student Manual and Instructor Manual.
- ED 106 691//
Curriculum Designed for Urban Education--Cognitive Style Mapping of Students.
- ED 107 743
Heterogeneity in Language and Speech: Neurolinguistic Studies. Working Papers in Phonetics, No. 29.
- ED 107 160//
Individual Differences in Cognitive Style and The Guidance Variable in Instruction.
- ED 106 705
An Investigation Into the Effects of Background Music in a Dramatic Television Presentation on University Students' Perception and Retention of Cognitive Content.
- ED 107 213
Issues in Language and Cognition: Implications for Clinical Practice.
- ED 107 077
Review of Thomas G. Bever, "A Survey of Some Recent Work in Psycholinguistics." Linguistic Notes from La Jolla, No. 3.
- ED 107 126
A Structure of Concept Attainment Abilities.
- ED 107 470//
Varieties of Achievement Motivation.
- ED 106 737
- Collective Bargaining**
The Case For and Against Tenure.
- ED 106 944
A Comparison of Working Conditions Between Community College Instructors in Collective Bargaining Contract Colleges and Traditional Colleges.
- ED 107 319//
A Plan to Provide Education in Collective Bargaining for Community College Personnel at Pensacola Junior College.
- ED 107 318
- College Faculty**
A Comparison of Working Conditions Between Community College Instructors in Collective Bargaining Contract Colleges and Traditional Colleges.
- ED 107 319//
Professors as Teacher Trainers. Career and Technology Education Monograph Series No. 1.
- ED 106 485
- College Instruction**
Preparing Others to Profess: A Trial Year. Director's Report, Project on Teaching and Learning in Graduate Geography, Phase I (July 1973 to June 1974).
- ED 107 552
- College Language Programs**
Guide to Programs in Linguistics: 1974-75.
- ED 107 131
Independent Study of Critical Languages in Undergraduate Colleges.
- ED 107 096
Language and Area Studies Review. Monograph 17.
- ED 107 101//
The Ph.D. in English and Foreign Languages: A Conference Report.
- ED 107 093
A Selected List of Instructional Materials for English as a Second Language: College Level. CAL-ERIC/CLL Series on Languages and Linguistics, No. 27.
- ED 107 158
Self-Instructional Language Programs. A Handbook for Faculty and Students. Occasional Publication No. 20.
- ED 107 098
Summary of Results of Student Evaluation Survey: Lower Division Spanish, Fall Semester 1973.
- ED 107 125
A Triple-Track Program in the Second-Year French Courses: A Pilot Study.
- ED 107 122
What and How for Foreign Language Students: What Are the Career Opportunities and How to Prepare for Them.
- ED 107 095
- College Libraries**
An Approach to Assessment of Quality of a University Library Collection.
- ED 107 308
College of Education Libraries and Higher Education. Selected Papers Delivered at DES/ATCDE/LA Joint Conference Held at the Windermere Hydro, Bowness-on-Windermere, Westmorland, 16th to 19th October 1973.
- ED 107 272
A Directory of College and University Libraries in New York State. 1973, Eighth Edition.
- ED 107 209
- College Majors**
Trends in Expressed Educational Objectives, 1968-1973 [and] Students "Undecided" as to Educational Objectives.
- ED 107 340
- College Mathematics**
Computer Graphics for Learning Mathematics (NSF College Teacher Workshop, Carleton College, Northfield, Minnesota, 1974).
- ED 107 494//
- College of DuPage**
Buffering Action of Advisory Committees in Tech Programs.
- ED 107 317
- College of the Mainland**
A Study to Define the Role of the Division of Cooperative Education at the College of the Mainland.
- ED 107 315
- College Planning**
Planning: Two Year Colleges.
- ED 107 330
Task Force Report on Two-Year Postsecondary Education in Pennsylvania.
- ED 107 342
- College Programs**
Guide to Programs in Linguistics: 1974-75.
- ED 107 131
Language and Area Studies Review. Monograph 17.
- ED 107 101//
La Reforme de l'enseignement superieur (Higher Education Reform).
- ED 107 094
- Colleges**
Policies of Senior Colleges and Universities Concerning Transfer Students From Two-Year Colleges in North Carolina, 1974.
- ED 107 174
- College School Cooperation**
An Analysis of Articulation Programs.
- ED 106 922
- College Science**
An Analysis and Evaluation of an Audio-Tutorial Approach in the Biology Laboratory at the University Community and Technical College, the University of Toledo.
- ED 107 458//
A Comparison of Lab Method Films with Traditional Instruction in the Introductory Physics Laboratory.
- ED 107 455//
The Design of an Auto-Tutorial Genetics Course to Increase Scientific Literacy among Nonscience Majors and Its Evaluation Using a Science-Related Semantic Differential Instrument.
- ED 106 462//
Diversity of Approaches to Problems by Students Enrolled in a Non-Calculus College Physics Course.
- ED 107 454//
The Effectiveness of a Comparative Advance Organizer in the Learning and Retention of Metric System Concepts.
- ED 107 487
The Efficacy of Advance Organizers and Behavioral Objectives for Improving Achievement in Physics.
- ED 107 452//
An Exploratory Study of Changes in Concepts as Measured by a Semantic Differential Instrument During a College Physical Science Course for Nonscience Students.
- ED 107 459//
Science Foundations: A Science Program for the Non-Science Student. Technical Report No. 4.
- ED 107 509
A Study of Tracking as a Multiple Option Approach in the Department of Natural Science at Michigan State University.
- ED 107 451//
- College Students**
Effects of Manual Negative Accentuated Resistance on Strength and/or Muscular Endurance.
- ED 107 662
Maintaining Reliability in a Longitudinal Study. National Consortium for Humanizing Education, Interim Report No. 1.
- ED 106 730
The Purdue LEAD Program: Implications for Other Educational Contexts.
- ED 106 681
Selected Communication Variables and Their Effect Upon Advisee Satisfaction with Adviser-Advisee Conferences.
- ED 106 701
Student-to-Student Counseling. Preliminary Report.
- ED 106 673
Survey of Iowa State University Students Concerning Intramural Sports and Related Sports Interests.
- ED 107 611
- Colonial History (United States)**
North Carolina in the Revolutionary Era, A Resource Study Unit.
- ED 107 592//
- Colorado**
Education of Handicapped Children; Status Report: School Year 1973-74 and Midyear 1974-75.
- ED 107 026
- Columbia Junior College**
Summary of Mountain County Labor Market and Its Implications for Vocational Programs at Columbia Junior College. Part I of Labor Market Planning for Vocational Education Programs of Columbia Junior College.
- ED 107 339
- Columbia University**
The Columbia University Management Program.
- ED 107 283
- Columbus Video Access Center**
The Columbus Video Access Center: A Research Analysis of Public Reaction.
- ED 107 217
- Commercial Art**
Exploring Careers in Visual Advertising Services.
- ED 106 580
- Commercial Television**
A Selective Bibliography of Commercial Radio and Television Engineering.
- ED 107 263
- Communication (Thought Transfer)**
Analyzing Sequential Interaction Data: Two Empirical Studies.
- ED 106 891
Animal and Human Communication.
- ED 106 883
Community--Network--Communication: An Annotated Bibliography. Exchange Bibliography Nos. 282-283.
- ED 106 963

- Critical Feedback in Self-Instructional Course:** Need, Nature, and Effects. ED 107 251
- Education for Student Concerns: Affective Education Research Project.** ED 106 791
- Education in Basic Interpersonal Communication Skills.** ED 106 892
- The Effects of Video Recording Experience Upon the Communication Behavior Skill of Empathy and Dogmatism in Sophomore Community College Nursing Students.** ED 107 257
- Origin and Effectiveness of Social Approval and Social Disapproval Cues in Persuasive Communication.** ED 106 885
- School and Home Communication: A Guide for Parents and Teachers.** ED 106 969
- A Study of Close Interpersonal Relationships.** ED 106 889
- Communications**
Education for Student Concerns: Affective Education Research Project. ED 106 791
- Exploring Careers in International Travel, Trade and Communications.** ED 106 586
- Inside the FCC: A Guide for Information Seekers.** ED 107 232
- Signalman I and C: Rate Training Manual. Revised.** ED 106 512
- Communication Satellites**
ATS-F and Man: A Course of Study: An Experiment in Satellite Application to Statewide Instructional Methodology. ED 107 256
- Library Information Network Experiment with ATS-F Satellite Telecommunications.** ED 107 255
- Market Scenarios and Alternative Administrative Frameworks for U.S. Educational Satellite Systems. Memorandum No. CG-75/2.** ED 107 268
- Communication Skills**
Career Education Program: Geneva Area City Schools. [Grade 5 Units: Communications Through Conservation, Getting to Know Your Newspaper, and Television]. ED 106 599
- A Cognitive Self-Instructional Modeling Approach Vs. The Carkhuff Model For Training Empathy.** ED 106 726
- Education in Basic Interpersonal Communication Skills.** ED 106 892
- The Identification of Communication Competencies Required by Future Businesspersons: An Application of the Delphi Method.** ED 106 888
- Implementing Self-Management Strategies with Counselor-Trainees.** ED 106 738
- Las Palomitas Preschool for the Handicapped. Guide.** ED 107 066
- Selected Communication Variables and Their Effect Upon Advisee Satisfaction with Adviser-Advisee Conferences.** ED 106 701
- "The American Heritage Word Frequency Book" and Its Relation to the Communication Skills Lexicon. Technical Note No. 2-72-38.** ED 106 770
- Communicative Competence**
Approaches to the Testing of Communicative Competence. ED 107 108
- European Syllabuses in English as a Foreign Language.** ED 107 152
- Community**
Community-Network-Communication: An Annotated Bibliography. Exchange Bibliography Nos. 282-283. ED 106 963
- Community Action**
Community Action Programs: An Annotated Bibliography. Exchange Bibliography No. 277. ED 106 961
- Community Attitudes**
Community Reaction to Educational Change. Social Sciences, Education, Number 3. ED 107 545
- Community Change**
A Selected Bibliography on Planned Change and Community Planning Practice: Making Things Happen. Exchange Bibliography No. 224. ED 106 953
- Community Colleges**
Biennial Report. 1971-73 Biennium. ED 107 164
- Community Control**
The Challenge of Education-Accountability and Local Control. ED 106 917
- Community Development**
The North American Indian: A Bibliography of Community Development. ED 107 443
- Toward Experimental Living.** ED 107 548
- Community Involvement**
An Analysis of the Functional Relationships Between the Administrative Staff of a Public Community College and Its Vocational-Technical Lay Advisory Committees: A Case Study. ED 107 320//
- Citizen Advisory Committees.** ED 106 980
- Continuing Education and North American Society. Occasional Paper No. 1.** ED 106 484
- Declining Enrollments: Implications.** ED 106 942
- Explorations in Self-Help and Mutual Aid. Proceedings of the Self-Help Exploratory Workshop Held June 9-12, 1974, Chicago, Illinois under the auspices of the W. Clement & Jessie V. Stone Foundation.** ED 106 709
- Needs Assessment: A Manual for the Local Educational Planner.** ED 106 978
- Sports Club Development--The '70's Community Involvement.** ED 107 661
- Community Leaders**
Workshop In Community Leadership: Guidelines. ED 106 696
- Community Planning**
A Selected Bibliography on Planned Change and Community Planning Practice: Making Things Happen. Exchange Bibliography No. 224. ED 106 953
- Community Programs**
Community Leaders' Training in Environmental Studies: A Cooperative Community Project Funded under Title I of the Higher Education Act of 1965. Ways to Environmental Education, Final Report: 1974-1975. ED 107 583
- Community Relations**
Televote; A New Civic Communication System. ED 107 300
- Community Resources**
Elementary School Project for Level Two: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 566
- Map Resources in San Francisco.** ED 107 236
- Resource Unit--Level Three. Lincoln County Exemplary Program in Vocational Education.** ED 106 567
- Ways to Environmental Education, Volume 4.** ED 107 579
- Community Schools**
Dilemmas of Development: The Village Polytechnic Movement as a Shadow System of Education in Kenya. Discussion Paper No. 156.
- A Guide for Community School Advisory Councils.** ED 106 449
- ED 106 926**
- Community Services**
The Lummi Indian Demonstration Project. ED 107 392
- Community Surveys**
Educational Needs Assessment of Adults in the Globe-Miami Area. Final Report. ED 107 336
- Map Resources in San Francisco.** ED 107 236
- Comparative Analysis**
Adoption of Innovation in Urban Schools. Final Report. ED 107 748
- Community Action Programs: An Annotated Bibliography. Exchange Bibliography No. 277.** ED 106 961
- Effects of Systematic Variations of Instructional Variables in a Verified Instructional Program.** ED 106 661
- Evaluation of Follow Through Programs by Follow Through Sponsors 1970-71. A Summary, Analysis, and Review.** ED 107 369
- An Evaluation of the Influence of the Expanded Food and Nutrition Education Program in Missouri.** ED 106 472
- The Influence of Place of Residence on Family Disability Among Selected Populations: Southern Blacks, Western Mexican Americans, Hawaiian Ethnic, and Northeastern Whites.** ED 107 418
- Perceived Occupational Goal Blocks of Southern Youth.** ED 107 394
- Structural Change in the Occupational Composition of the Female Labor Force.** ED 106 543
- A Survey of Intramural-Recreational Facilities at Four-Year Colleges and Universities in the United States.** ED 107 657
- Comparative Education**
For a Community Policy on Education. Bulletin of the European Communities, Supplement 10/73. ED 107 543//
- Council of Europe News-Letter 5/74.** ED 107 486
- Education in the European Community (Communication from the Commission to the Council, March 11, 1974). Bulletin of the European Communities Supplement 3/74.** ED 107 544//
- The School as a Democratic Institution: The Problems of Teaching Social Studies in the Federal Republic of Germany.** ED 107 590
- Selected Bibliography of Polish Educational Materials. Volume 13, Number 1, 1974.** ED 107 586
- Compensatory Education**
Assistance to Local Follow Through Programs. Annual Report. ED 107 349
- ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume I. Evaluation Report.** ED 107 691
- ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume II. Evaluation Report.** ED 107 692
- Compensatory Education Programs**
Focus on Promising Practices of Needs Assessment. ED 107 745
- Competition**
Psychological and Physical Implications of Highly Competitive Sports for Children. ED 107 612
- Composition (Literary)**
1971-72 Tryout of the Level 2 Composition Skills Exercises. ED 106 860
- A Conceptual Theory of Rhetoric.** ED 106 878//

- Functions of Status Testing in the Development of an Instructional Program. ED 106 871
- Self-Pacing in Reading and Writing Programs: What Does the Future Hold? ED 106 773
- A Threat to the Black Dialect: An Approach That Works. ED 106 874
- Composition Skills (Literary)**
- Do You Ever Feel As If You're Talking to a Brick Wall? ED 106 875
- Functions of Status Testing in the Development of an Instructional Program. ED 106 871
- Composition Skills Program**
- 1971-72 Tryout of the Level 2 Composition Skills Exercises. ED 106 860
- Comprehension**
- I Don't Understand What You Mean by Comprehension. ED 107 063
- Comprehensive Programs**
- A Guide for the Development of Career Education. ED 106 552
- Computational Linguistics**
- Detecting Syntactic Ambiguity: Three Augmented Transition Network Techniques. ED 107 151
- Natural Language Understanding Systems Within the A. I. Paradigm: A Survey and Some Comparisons. ED 107 147
- Organization of a Retrospective Document Retrieval System Based on Fragments. ED 107 207
- Computer Assisted Instruction**
- An Attitudinal Study of Computer-Assisted Testing as a Learning Method. ED 107 721
- Computer-Assisted Instruction for the Blind and Deaf. ED 107 039
- The Computer in the School. Fastback No. 58. ED 107 222
- Computer Services: Two Year Colleges. ED 107 331
- Current Status of the Physics Computer Development Project. ED 107 201
- Individual and Small Group Learning with Computer Assisted Instruction. ED 107 239
- Individual Differences in Learner Controlled CAI. ED 107 215
- Instructional Development for the Florida PLATO Project: Process and Evaluation. ED 107 242
- Less Equals More: Coaching/Prompting CAI as a Tool Technology. ED 107 243
- On-Line Diagnosis of Reading Difficulties. Technical Report No. 327. ED 106 765
- Some CMI Design Considerations to Meet the Requirements of Individually Guided Education. ED 107 219
- SOPHIE: A Sophisticated Instructional Environment. Final Report for Period January 1974 through June 1974. ED 107 298
- Two New Graphic Computer Dialogs for Teachers. ED 107 200
- Use of Computer-Assisted Instruction for Interpersonal Skill Training: A Pilot Study. ED 107 238
- Computer Assisted Testing**
- An Attitudinal Study of Computer-Assisted Testing as a Learning Method. ED 107 721
- Computer Graphics**
- Computer Graphics for Learning Mathematics (NSF College Teacher Workshop, Carleton College, Northfield, Minnesota, 1974). ED 107 494//
- Current Status of the Physics Computer Development Project. ED 107 201
- Two New Graphic Computer Dialogs for Teachers. ED 107 200
- Computer Oriented Programs**
- CAAAP (Computer Assisted Academic Advisement and Planning): A Feasibility Study. ED 106 674
- Cognitive Psychology: A Computer-Oriented Laboratory Manual. Student Manual and Instructor Manual. ED 106 691//
- A Component for a Methods Course for Preservice Secondary School Mathematics Teachers Involving Computers and Other Laboratory Activities. ED 107 507//
- Criterion-Referenced Curricular Decision-Making: Critical Computer Applications. ED 107 212
- Design for a Performance Based Adult Education Community Coordinating Agency. ED 106 490
- Discovery: New Worlds of Educational Data Systems. AEDS Proceedings, Virginia Beach, Virginia, April 29 through May 2, 1975. ED 107 237
- An Experiment in the Batch Processing of Retrospective Searches. ED 107 289//
- Financial Accounting System Based Upon NCES Revised Handbook II. ED 106 924
- Less Equals More: Coaching/Prompting CAI as a Tool Technology. ED 107 243
- NASIC at MIT. Final Report, 1 March 1974 through 28 February 1975. Report ESL-FR-587. ED 107 226
- Pennsylvania Regional Instructional System for Education. Final Report. ED 107 254
- SDI Investigation, 1967-1969. Volumes 1-5. ED 107 264//
- The Uniform Migrant Student Record Transfer System. A Position Paper. ED 107 440
- The Use of Interactive Computer Simulations for Sensitizing Mathematics Methods Students to Questioning Behaviors. ED 107 503//
- Computer Programs**
- Applications of Minicomputers to Library and Related Problems. Papers Presented at the 1974 Clinic on Library Applications of Data Processing, April 28-May 1, 1974. ED 107 261//
- An Attitudinal Study of Computer-Assisted Testing as a Learning Method. ED 107 721
- CAA: Computer Assisted Athletics. ED 107 231
- Computer Assisted Processing of Ethnographic Data. Volume 2 Part 1 of Final Report: Anthropological Study of Disability from Educational Problems of Puerto Rican Youths. ED 107 741
- Current Status of the Physics Computer Development Project. ED 107 201
- Data: Its Use, Organization and Management. Proceedings of the Regional Conference of the Association for Computing Machinery, San Francisco, California, April 17-18, 1975. ED 107 269//
- Detecting Syntactic Ambiguity: Three Augmented Transition Network Techniques. ED 107 151
- Occupational Shortages Study Reporting System. ED 106 486
- Computers**
- Applications of Minicomputers to Library and Related Problems. Papers Presented at the 1974 Clinic on Library Applications of Data Processing, April 28-May 1, 1974. ED 107 261//
- Bibliography on Computer Mapping. Exchange Bibliography No. 263. ED 106 957
- The Computer in the School. Fastback No. 58. ED 107 222
- Computer Services: Two Year Colleges. ED 107 331
- Data: Its Use, Organization and Management. Proceedings of the Regional Conference of the Association for Computing Machinery, San Francisco, California, April 17-18, 1975. ED 107 269//
- Measured Aptitudes vs Self-Rating in Identifying Occupations. ED 107 335
- A Minicomputer as Front End Processor for an Automated Library System. ED 107 208
- Schedule Building and Student Registration: Two Year Colleges. ED 107 329
- Computer Science**
- Criterion-Referenced Curricular Decision-Making: Critical Computer Applications. ED 107 212
- Natural Language Understanding Systems Within the A. I. Paradigm: A Survey and Some Comparisons. ED 107 147
- Computer Science Education**
- Bibliography: Computers in the Mathematics and Science Classroom. ED 107 296
- Computer Services: Two Year Colleges. ED 107 331
- A Plan for Teaching Data Processing to Library Science Students. ED 107 259
- Concept Formation**
- The Acquisition of the Concept of Grammatical Gender in Monolingual and Bilingual Speakers of Spanish. ED 107 134
- Conceptual Development During the School Years. ED 107 374
- An Exploratory Study of Changes in Concepts as Measured by a Semantic Differential Instrument During a College Physical Science Course for Nonscience Students. ED 107 459//
- Field-Independence and the Structuring of Knowledge in a Social Studies Minicourse. ED 107 565
- Field Test of the Operationalization of Fuzzy Concepts with Small Children. ED 107 596
- A Semantic-Relational-Concepts Based Theory of Language Acquisition as Applied to Down's Syndrome Children: Implication for a Language Enhancement Program. Research Report No. 62. ED 107 000
- Semantics, Concepts, and Culture, Panel 1; Conference on Studies in Reading (Washington, D.C., August 1974). ED 106 830
- A Structure of Concept Attainment Abilities. ED 107 470//
- Concept Teaching**
- Field-Independence and the Structuring of Knowledge in a Social Studies Minicourse. ED 107 565
- Minority Cultures: Supplement to Primary Social Studies Guide [And] Minority Cultures: Supplement to Intermediate Social Studies Guide. ED 107 582
- Conceptual Schemes**
- Assessing Impact of Institutional Studies. ED 107 202
- Crystallizing Conditions, Developmental Advance and Education. First Annual Report. ED 107 348
- Educational Technology in Special Education. Didakometry No. 43. ED 107 028
- Conceptual Tempo**
- Task Structure and Cognitive Tempo Influence on Organizational Memory in Children. ED 106 722
- Conference Reports**
- Adults as Learners: Proceedings of a Conference. ED 106 462
- Altered States of Consciousness and Alcohol. ED 106 695

- Design for Competence Based Education in Special Education.** ED 107 049//
Discovery; New Worlds of Educational Data Systems. AEDS Proceedings, Virginia Beach, Virginia, April 29 through May 2, 1975. ED 107 237
- Financing Education Programs for Handicapped Children: Regional Conference Highlights.** Report No. 50. ED 107 059
- New Jersey Career Guidance Guide: Report of New Jersey Career Guidance Conferences, 1973-74.** ED 106 625
- The Ph.D. in English and Foreign Languages: A Conference Report.** ED 107 093
- Problem Solving in Professional Adult Education.** ED 106 672
- Report of the Conference on Engineering Information in Developing Countries, April 22 through 26, 1974, Cairo, Egypt.** ED 107 248
- Testing Language Proficiency.** ED 107 161
- For Tomorrow's Agriculture: Proceedings of the National Convention of the Future Farmers of America (46th, Kansas City, Missouri, October 16-19, 1973).** ED 106 446
- Confidence Testing**
An Approximately Reproducing Scoring Scheme that Aligns Random Response and Omission. Memorandum Report for Period July 1970-July 1971. ED 107 707
- Confidentiality**
Guidelines for the Collection Maintenance and Dissemination of Pupil Records. ED 106 979
- Confidential Records**
Guidelines for the Collection Maintenance and Dissemination of Pupil Records. ED 106 979
A Study on Personal Record Management. ED 106 679
- Conflict**
Fluoridation Bibliography: Referendums, Public Participation in Decision-Making, and Methodologies for Attitude Perception Studies. Exchange Bibliography No. 268. ED 106 960
Television Watching and Family Tension. ED 107 249
- Connected Discourse**
Cloze, Discourse, and Approximations to English. ED 107 144
- Connecticut**
Class Size and Teacher Load. ED 107 627
- Conservation (Environment)**
Career Education Program: Geneva Area City Schools. [Grade 4 Units: Conservation, The World of Work, and This is My Life]. ED 106 598
Exploring Careers in Environmental Protection. ED 106 575
- Conservation Education**
A Guide to Running a Recycling Project, Second Edition. ED 107 479
Introductory Unit to the Urban Environment. ED 107 467//
Man and Environment. ED 107 484
- Consonant Clusters**
Reappraisal of the Voicing Constraint in Consonant Cluster Simplification. ED 107 145
- Consonants**
Reappraisal of the Voicing Constraint in Consonant Cluster Simplification. ED 107 145
- Construction Industry**
Planning Construction Projects: An Evaluation Report for the Occupational Exploration Program. ED 106 504
- Construction Management**
Innovation in Management of Primary School Construction--A Case Study. Educational Building Report 3. ED 106 948
New Tactics for Building: Experience/Analysis/Recommendations from the Detroit Public Schools Construction Systems Program. ED 106 939
- Construction Programs**
New Tactics for Building: Experience/Analysis/Recommendations from the Detroit Public Schools Construction Systems Program. ED 106 939
- Consultants**
Connecticut's Comprehensive Model for the Education of the Gifted and Talented. ED 107 058
Psychological Consultation: Helping Teachers Meet Special Needs. ED 107 092//
- Consumer Economics**
Elementary Career Education Guide, Volume 3: Economic Awareness. ED 106 613
- Consumer Education**
Adoption of the Metric System by Consumers: A Program for New York State Cooperative Extension. ED 107 533
Basic Teaching Kit on Consumer Advertising. ED 107 577//
Food: Facts and Fancies. ED 107 668
- Content Analysis**
Career Guidance Materials: Implications for Women's Career Development. Research and Development Series No. 97. ED 106 542
Some Surface Linguistic Classes with Conceptual Relevance. ED 106 859
- Content Reading**
The Assessment of Print Materials: Individualized Inservice Packet Number I. Teaching Teen Reading Series. ED 106 753
The Assessment of Student Groups: Individualized Inservice Packet Number II. Teaching Teen Reading Series. ED 106 754
Individualization in the Content Areas: Individualized Inservice Packet Number VIII. Teaching Teen Reading Series. ED 106 760
Interpretive Comprehension in the Content Areas: Individualized Inservice Packet Number IV. Teaching Teen Reading Series. ED 106 756
Literal Comprehension in the Content Areas: Individualized Inservice Packet Number III. Teaching Teen Reading Series. ED 106 755
New York City Right to Read Impact Project. ED 106 794
The Sequence of the Reading Lesson: Individualized Inservice Packet Number VII. Teaching Teen Reading Series. ED 106 759
The Uses of Reading and Study Skills: Individualized Inservice Packet Number IX. Teaching Teen Reading Series. ED 106 761
Vocabulary Development in the Content Areas through Word Recognition Skills: Individualized Inservice Packet Number V. Teaching Teen Reading Series. ED 106 757
Vocabulary Development in the Content Areas through Word Meaning: Individualized Inservice Packet Number VI. Teaching Teen Reading Series. ED 106 758
- Context Clues**
Cloze, Discourse, and Approximations to English. ED 107 144
- Contingency Contracting**
Contingency Contracting and Operant Behavior Change: An Exercise in Applied Behavior Analysis. ED 106 684
- Contingency Management**
Administrative Team Approach--Development and Implementation. ED 106 947
- Continuation Students**
Behavioral Outcomes for Predelinquents Receiving Behavioral, Generic, or No Counseling. ED 106 676
- Contrastive Linguistics**
Japan and America: A Comparative Study in Language and Culture. ED 107 138//
Major Problems of Dari Speakers in Mastering Pashto Morphology. ED 107 162
- Conventional Instruction**
A Comparison of the Audio-Tutorial Method with the Lecture-Demonstration Method for Producing Student Achievement in College Level Physical Science Survey Classes Covering Physics and Astronomy. ED 107 322//
- Conversational Language Courses**
Russian: An Active Introduction. ED 107 097
- Cooperating Teachers**
The Opinions of Northeast Missouri Social Studies Teachers Related to Student Teacher Placement and Evaluation. ED 107 666
- Cooperative Education**
A Study to Define the Role of the Division of Cooperative Education at the College of the Mainland. ED 107 315
- Cooperative Planning**
For a Community Policy on Education. Bulletin of the European Communities, Supplement 10/73. ED 107 543//
Education in the European Community (Communication from the Commission to the Council, March 11, 1974). Bulletin of the European Communities Supplement 3/74. ED 107 544//
- Cooperative Programs**
The Cooperative Distributive Education Program for Employers of Cooperative Distributive Education Students. ED 106 481
The Educational Cooperative: Exceptional Children Activities. ED 107 036
The Problem of Regional Educational Service Centers in the United States of America with Special Reference to the Seventh-Day Adventist School System. A Descriptive Study. ED 107 442
- Corporal Punishment**
Discipline, Corporal Punishment, and Suspension. ED 106 920
- Correctional Education**
Alternative Education and Corrections: Some New Dimensions. ED 107 603
- Correctional Rehabilitation**
Corrections--Past and Present. ED 106 464
Evaluative Research in Corrections: A Practical Guide. ED 106 698
- Corrective Institutions**
[Adult Reading-Bilingual Laboratories and Learning Center, Huntsville, Texas.] ED 106 815
Corrections--Past and Present.

- Correlation**
Analysis of Complex Intervention Effects in Time-Series Experiments. ED 106 464
Occupational Prestige Among the Choctaw Indians. ED 107 216
ED 107 393
- Cost Effectiveness**
The Attractiveness of Air Force Non-Monetary Benefits. Final Report, Period July 1972 - June 1974. ED 106 489
Benefit-Cost Analysis: A Select Bibliography. Exchange Bibliography No. 267. ED 106 959
Benefits and Costs of Manpower Services in the Interlake Rural Development Area. Research Bulletin No. 72-1. ED 107 395
The Development and Implementation of a Model for Comparing Instructional Alternatives. ED 107 214
ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume I. Evaluation Report. ED 107 691
Evaluation of Methodology for Estimating the Cost of Air Force On-The-Job Training. Final Report. ED 107 730
Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Descriptive Analysis). Research and Evaluation Report Series No. 22.01. ED 107 444
Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Graphic Description). Research and Evaluation Report Series No. 22.02. ED 107 445
The Indian Education Act of 1972. Report of Progress for the First Year of the Program. ED 107 439//
The Indian Education Act of 1972. Report of Progress for the Second Year of the Program. ED 107 446
Individual and Small Group Learning with Computer Assisted Instruction. ED 107 239
Less Equals More: Coaching/Prompting CAI as a Tool Technology. ED 107 243
Market Scenarios and Alternative Administrative Frameworks for U.S. Educational Satellite Systems. Memorandum No. CG-75/2. ED 107 268
Program Budgeting: Two Year Colleges. ED 107 332
- Costs**
Budgeting for Libraries. ED 107 304
Federal Student Assistance: A Review of Title IV of the Higher Education Act. ED 107 179
- Council of Europe**
Council of Europe News-Letter 5/74. ED 107 486
Pre-School Education--Aims, Methods and Problems. Report of a Symposium (Venice, Italy, October 11-16, 1971). ED 107 346
- Counseling**
Counseling Prisoners. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 17R. ED 106 745
- Counseling Centers**
A Study of Counseling Center Hiring Practices: What Does It Take for a Woman to be Hired? Student Development Report Volume XII, Number 1, 1974-75. ED 106 692
- Counseling Effectiveness**
Accountability in Guidance. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 19R. ED 106 747
Analysis of Pronouncements, Theories, and Research on Career Counseling. ED 106 740
Behavioral Outcomes for Predelinquents Receiving Behavioral, Generic, or No Counseling. ED 106 676
Expertness, Type of Appeal, and Influence in Counseling. Research Bulletin Volume 15, Number 3. ED 106 717
Selected Communication Variables and Their Effect Upon Advisee Satisfaction with Adviser-Advisee Conferences. ED 106 701
- Counseling Programs**
Counseling Prisoners. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 17R. ED 106 745
Educational Advising and Vocational Choice. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 18R. ED 106 746
Student-to-Student Counseling. Preliminary Report. ED 106 673
- Counseling Services**
Workshop In Community Leadership: Guidelines. ED 106 696
- Counseling Theories**
Analysis of Pronouncements, Theories, and Research on Career Counseling. ED 106 740
Improving Child Management Practices of Parents and Teachers. Maxi I Practicum. Final Report. ED 106 729
- Counselor Attitudes**
An Assessment of Selected Oklahoma Public School Personnel's Opinions of the Public Junior College. ED 107 321//
Socialization of Sex Roles In The Counseling Setting: Differential Counselor Behavioral and Attitudinal Responses to Typical and Atypical Female Sex Roles. ED 106 727
- Counselor Evaluation**
Accountability in Guidance. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 19R. ED 106 747
An Evaluation of the Status of the Occupational Specialist in Florida: Final Report. ED 106 537
- Counselor Performance**
An Evaluation of the Status of the Occupational Specialist in Florida: Final Report. ED 106 537
- Counselors**
Post Secondary Programs for the Deaf: II. External View. Research Report No. 61. ED 106 999
- Counselor Training**
Implementing Self-Management Strategies with Counselor-Trainees. ED 106 738
- County Programs**
Local Government--Form and Reform: A Selected Bibliography. Exchange Bibliography No. 640. ED 106 909
Resource Bibliography in Career Education: Annotated Bibliography of Locally Produced Curriculum and Instructional Materials. ED 106 564
- Course Content**
Career Education: The Need and an Approach Toward Implementation. ED 106 652
- Course Descriptions**
A Plan for Teaching Data Processing to Library Science Students. ED 107 259
- Course Evaluation**
Critical Feedback in Self-Instructional Course: Need, Nature, and Effects. ED 107 251
- An Evaluation of Doris Katz' Home Economics 134. ED 107 718
Impacts on an Educational Researcher. ED 107 680
Impacts on an Educationist/Administrator. ED 107 679
Impacts on an Intellectual Historian. ED 107 678
Impacts on a Social Psychologist-Consultant. ED 107 677
Short Course Assessment and Evaluation in the Library/Information Field. Aslib Occasional Publication No. 15. ED 107 271//
Some Impacts of the Evaluation of an Experimental International Studies Curriculum on the Members of an Interdisciplinary Evaluation Team. ED 107 676
Summary of Results of Student Evaluation Survey: Lower Division Spanish, Fall Semester 1973. ED 107 125
- Course Objectives**
Criterion-Referenced Testing and Measurement: A Review of Technical Issues and Developments. ED 107 722
Evaluation of Instructional Objectives; Course Design Instrument No. 1: Instructional Objectives. ED 107 714
- Course Organization**
Cognitive Psychology: A Computer-Oriented Laboratory Manual. Student Manual and Instructor Manual. ED 106 691//
An Evaluation of Doris Katz' Home Economics 134. ED 107 718
- Courses**
Mountain-Plains Curriculum. ED 106 454
Mountain-Plains Master Course List. Curriculum Areas: Job Titles: Learning Activity Packages: Courses: Units. ED 106 453
- Court Cases**
Compendium of Law Suits Establishing the Legal Rights of Mentally Retarded Citizens. ED 107 018
Mental Retardation and the Law: A Report on Status of Current Court Cases. ED 107 057
From Serrano to Serrano. Report No. FA. ED 106 929
- Court Litigation**
The Current Status of U.S. Bilingual Education Legislation. CAL-ERIC/CLL Series on Languages and Linguistics, No. 23. ED 107 135
Discipline, Corporal Punishment, and Suspension. ED 106 920
Higher Education: The Law and Parameter for Action. Proceedings. ED 107 181
Intradistrict Distribution of School Resources to the Disadvantaged: Evidence for the Courts. ED 107 735
A Recommended Guide to Students' Rights and Responsibilities in Michigan. ED 106 981
- Creative Development**
Creative Teaching of Reading in the Elementary School. 2nd Edition. ED 106 766//
Transpersonal Psychology in Education. ED 107 626
- Creative Teaching**
Creative Teaching in Health. Second Edition. ED 107 618//
Creative Teaching of Reading in the Elementary School. 2nd Edition. ED 106 766//
- Creative Writing**
Creative Writing...A New Curriculum. ED 106 855
The End of Intelligent Writing: Literary Politics in America.

- Writing Poetry: Children Can Do It! ED 106 849//
ED 106 877
- Credibility**
Audience Response to Speech Analysis Following Televised Political Messages. ED 106 890
Foundations and Public Policy Formation. ED 107 563
Origin and Effectiveness of Social Approval and Social Disapproval Cues in Persuasive Communication. ED 106 885
- Crime**
The Economics of Crime: A Teaching Unit for Grades 7-12. ED 107 572
School Violence and Vandalism. ED 106 987
- Criminals**
Corrections--Past and Present. ED 106 464
- Criterion Referenced Tests**
Connecticut Career Guidance Assessment, 1974. ED 106 450
Criterion-Referenced Testing and Measurement: A Review of Technical Issues and Developments. ED 107 722
Developing Criterion Measures for Career Path Modules. ED 107 696
Evaluating Maintenance Performance: The Development and Tryout of Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report for Period January 1969-May 1974. ED 107 698
Models for a Beginning Theory of Criterion-Referenced Tests. ED 107 702
- Critical Incidents Method**
Nursing Evaluation: The Problem and the Process: The Critical Incident Technique. ED 106 468//
- Critical Languages**
Independent Study of Critical Languages in Undergraduate Colleges. ED 107 096
- Critical Path Method**
Racial Models of the Consistency of Occupational Status Projections: Submodeling Using the Heise Path-Panel Method. Preliminary Draft. ED 107 734
- Critical Reading**
Interpretive Comprehension in the Content Areas: Individualized Inservice Packet Number IV. Teaching Teen Reading Series. ED 106 756
- Cross Age Teaching**
Boise Structured Tutoring Program. ED 106 799
Improving Practices in Inner-City Schools: Two Contributions. ED 107 746
The Organization and Development of a Tutorial Reading Program for Junior High Students. ED 106 763
- Cross Cultural Studies**
Anthropology: Contemporary Perspectives. [And] Instructor's Manual to Accompany Anthropology: Contemporary Perspectives. ED 107 588//
A Cross-Cultural Comparison of Viewer Agreement with Opinionated Television Characters. ED 106 884
Experimental Evaluation of Family Curriculum Materials for High School Students. ED 107 578
The IEA Science Project: Science Achievement in Three Countries--Australia, the Federal Republic of Germany and the United States. ED 107 532//
Japan and America: A Comparative Study in Language and Culture. ED 107 138//
- A Study of Pupil Ethnocentrism toward Pre-Western Eskimo Culture in Relation to Certain Instructional Conditions. Final Report. ED 107 570//
- Cross Cultural Training**
International Learning and International Education in a Global Age. Bulletin 47. ED 107 566
- Crowding (Personal Space)**
Theoretical Developments Pertaining To Personal Space and Crowding. ED 106 693
- Crystallization (Psychology)**
Crystallizing Conditions, Developmental Advance and Education. First Annual Report. ED 107 348
- Cues**
Origin and Effectiveness of Social Approval and Social Disapproval Cues in Persuasive Communication. ED 106 885
- Cultural Awareness**
The American Jewish Experience: A Graded, Annotated Bibliography for Grades 7-12, Part Two. [And] Jews in Israel and in Other Lands Abroad: A Graded, Annotated Bibliography for Grades 7-12, Part Three. ED 107 587//
Minority Cultures: Supplement to Primary Social Studies Guide [And] Minority Cultures: Supplement to Intermediate Social Studies Guide. ED 107 582
Struggle for Independence: Mexico's Rebellion Against Spain. Social Studies. A Teacher's Guide for Grades 1-9. ED 107 580
- Cultural Background**
Asian Studies Unit One: Asian Man and His Environment, Pilot Program; [And] Asian Studies Unit Two: Cultural Patterns of Asian Man, Field Test. ED 107 594//
Deux provinces speciales: la bretagne et la provence (Two Special Provinces; Brittany and Provence). ED 107 149
Intermediate Amharic Cultural Reader. Final Report. ED 107 102
- Cultural Centers**
Museums USA: Art, History, Science, and Other Museums. ED 107 581
- Cultural Differences**
Deux provinces speciales: la bretagne et la provence (Two Special Provinces; Brittany and Provence). ED 107 149
The Responsive Classroom Observation Schedule--Background and Development. ED 107 375
- Cultural Education**
Cross-Cultural Inquiry: Value Clarification Exercises. A Center for Latin American Studies Curriculum Report. ED 107 536
Culture Based Curriculum for Young Indian Children. ED 107 389//
Ethnicity and Early Education. Catalog No. 128. ED 107 368
- Cultural Enrichment**
Museums USA: Art, History, Science, and Other Museums. ED 107 581
- Cultural Factors**
Social Structures, Ideologies, and Culture Codes in Occupational Development of Puerto Rican Youths. Volume 1 of Final Report, Anthropological Study of Disability From Educational Problems of Puerto Rican Youths. ED 107 742
- Cultural Pluralism**
Contemporary Puerto Rican, Cuban-in-Exile, and Mexican-American Literature in a Pluralistic Society. ED 107 650
- Cultural Traits**
Deux provinces speciales: la bretagne et la provence (Two Special Provinces; Brittany and Provence). ED 107 149
- Culture**
A Study of Pupil Ethnocentrism toward Pre-Western Eskimo Culture in Relation to Certain Instructional Conditions. Final Report. ED 107 570//
- Culture Conflict**
Bridging the Gap: The Twin Cities Native American Community. ED 107 412
- Culture Contact**
Controversial Aspects of Bilingual Education. ED 107 132
- Curiosity**
The Development of New Measures of Curiosity for Children. Report No. 56. ED 107 704
- Current Events**
An Experiment in Probabilistic Forecasting. ED 107 709
- Curriculum**
Mathematics Learning in Early Childhood. ED 107 534
Mountain-Plains Curriculum. ED 106 454
Science Foundations: A Science Program for the Non-Science Student. Technical Report No. 4. ED 107 509
The Secondary School Mathematics Curriculum. ED 107 529
A Structure of Concept Attainment Abilities. ED 107 470//
- Curriculum Design**
Planning Curriculum Development: With Examples from Projects for the Mentally Retarded. ED 107 020
- Curriculum Development**
African Outreach Workshop 1974. ED 107 644
The Application of DACUM in Retraining and Post-Secondary Curriculum Development. Second Edition. ED 106 479
Assessment of a Self-Instructional Conversion Model for Elementary Schools. Final Report. ED 107 245
Channels for Changing Secondary Schools. A Report from the State Superintendent's Task Force on Secondary Education. Curriculum Administration Series. Publication No. 471. ED 106 928
Curriculum Designed for Urban Education--Cognitive Style Mapping of Students. ED 107 743
Curriculum Guidelines. ED 106 455
Curriculum Research and Development in Science. ED 107 514
The Design of an Auto-Tutorial Genetics Course to Increase Scientific Literacy among Nonscience Majors and Its Evaluation Using a Science-Related Semantic Differential Instrument. ED 107 462//
The Development and Evaluation of Designing Instructional Programs Unit. Far West Series in Instructional Planning. ED 106 974
Development and Evaluation of Planning Program Implementation: A Process Guide. Far West Series in Instructional Planning. ED 106 976
Development and Evaluation of the Determining Instructional Purposes Training Package: Setting Goals, Analyzing Problems, Deriving Objectives. Far West Series in Instructional Planning. ED 106 973
The Dynamics of Curriculum Revision. ED 107 650

Education for Student Concerns: Affective Education Research Project.

ED 106 791

Ethnicity and Early Education. Catalog No. 128.

ED 107 368

Experimental Evaluation of Family Curriculum Materials for High School Students.

ED 107 578

The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 1 of 2 Parts).

ED 107 525

The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 2 of 2 Parts).

ED 107 526

Growth and Education: A Strategic Report to the Rockefeller Brothers Fund on the Implications of Growth Policy for Postsecondary Education

ED 107 165

Handbook on Curriculum Development.

ED 107 654

Impact of Decentralization on Curriculum: Selected Viewpoints.

ED 107 616

Law-Related Education in America: Guidelines for the Future. Report of the American Bar Association Special Committee on Youth Education for Citizenship.

ED 107 555

Less Equals More: Coaching/Prompting CAI as a Tool Technology.

ED 107 243

Maine Curriculum Guide for Career Education K-12.

ED 106 492

A Master Plan for the Education of the Disabled by Tokyo Metropolitan Government, 1974-75.

ED 107 016

Needs Assessment: A Focus for Curriculum Development.

ED 107 619

The Perceived Role of Institutions of Higher Education in Serving the Aging.

ED 107 180

Plan for Implementation of Extended School Year.

ED 106 990

Planning Curriculum Development: With Examples from Projects for the Mentally Retarded.

ED 107 020

Practical Guide to Industrial Arts Education.

ED 106 475//

Pre-College Science Curriculum Activities of the National Science Foundation. Report of the Science Curriculum Review Team, Volume 1 - Findings and Recommendations.

ED 107 530

A Program Project for the Investigation and Application of Procedures of Analysis and Modification of Behavior of Handicapped Children. Annual Report.

ED 107 013

Programs for Improving Elementary and Secondary School Education in Mathematics 1975.

ED 107 531

Rational Solutions to Curricular Issues.

ED 106 988

Reviewing Curriculum for Sexism.

ED 106 880

The School as a Democratic Institution: The Problems of Teaching Social Studies in the Federal Republic of Germany.

ED 107 590

A Strategy for Disseminating Elementary Science Curricula.

ED 107 488

Summary of Mountain County Labor Market and Its Implications for Vocational Programs at Columbia Junior College. Part 1 of Labor Market Planning for Vocational Education Programs of Columbia Junior College.

ED 107 339

Toward an Integrated Elementary School Curriculum Through Career Awareness Activities.

ED 106 712

Year-round Education: A Workable Approach.

ED 106 932

Evaluation of the Knox County Extended School Year Program 1974-75.

ED 106 949

Experimental Evaluation of Family Curriculum Materials for High School Students.

ED 107 578

Individually Guided Education--Multi-School Component (IGE/MUS-E) in New Jersey 1973-1974: Evaluation Report.

ED 107 673

Curriculum Guides

Asian Studies Unit One: Asian Man and His Environment, Pilot Program; [And] Asian Studies Unit Two: Cultural Patterns of Asian Man, Field Test.

ED 107 594//

Career Activities in Science: Grades 7-12.

ED 106 546

Career Awareness Exemplary Project. Final Program Report.

ED 106 559

Career Development Curriculum Guide for Intermediate Grades.

ED 106 554

Career Development Guide: Grades 3-5.

ED 106 635

Career Development Guide: Grades 6-8.

ED 106 636

Career Development Guide: Grades 9-12.

ED 106 637

Career Development Guide: Grades K-2.

ED 106 634

Career Development Guides: Career Awareness Through Afro-American Literature.

ED 106 629

Career Development Guides: Child Development.

ED 106 633

Career Development Guides: Elementary: Primary-K-3, Intermediate-4-5.

ED 106 627

Career Development Guides: Guidance Career Unit.

ED 106 630

Career Development Guides: Middle School: Grades Six and Seven.

ED 106 628

Career Development Guide: Special Education.

ED 106 638

Career Development Guides: Situational English.

ED 106 631

Career Development Guides: Sociology of Occupations.

ED 106 632

Career Education Curriculum Materials: (Georgia, Mississippi, South Carolina, North Carolina).

ED 106 608

Career Education: Geneva Area City Schools. [EMR Units: What Am I Like? and From the Ground to the Table].

ED 106 602

Career Education Guide: K-14.

ED 106 562

Career Education Instructional Guide.

ED 106 501

Career Education Program: Geneva Area City Schools. [Kindergarten Units: The School, The Farm, The Family, and Transportation].

ED 106 594

Career Education Program: Geneva Area City Schools. [Grade 1 Units: Community, School, The Grocer, and The Farm].

ED 106 595

Career Education Program: Geneva Area City Schools. [Grade 2 Units: Postal Services, Our Homes, Clothing, Community Helpers, and Custodians In Our Lives].

ED 106 596

Career Education Program: Geneva Area City Schools. [Grade 3 Units: Money and Banking, Weather, The Hospital Emergency Room, and Let's Go to Town].

ED 106 597

Career Education Program: Geneva Area City Schools. [Grade 4 Units: Conservation, The World of Work, and This is My Life].

ED 106 598

Career Education Program: Geneva Area City Schools. [Grade 5 Units: Communications Through Conservation, Getting to Know Your Newspaper, and Television].

ED 106 599

Career Education Program: Geneva Area City Schools. [Grade 6 Units: Food Production, Ecology, Mind and Body, and Food Services].

Career Education Program: Geneva Area City Schools. [Grade 9 Unit: Leisure Work].

ED 106 601

Career Education: The Need and an Approach Toward Implementation.

ED 106 652

Career Exploration Curriculum Guide: 9-10.

ED 106 551

Career Investigation: Middle Schools. Bulletin No. 735.

ED 106 558

Career Motivation Curriculum Guide: K-6.

ED 106 549

Career Orientation Curriculum Guide: 7-8.

ED 106 550

Career Orientation: Grade 7 and 8: A Unified Approach: Science Careers. Activity Manual.

ED 106 573

Career Orientation: Grade 8.

ED 106 547

A Comprehensive, Informational, Instructional Guide for the Implementation of Manufacturing in the Public School.

ED 106 466

Culture Based Curriculum for Young Indian Children.

ED 107 389//

A Curriculum Guide for Ninth Grade in Environmental Science. First Rough Draft.

ED 107 495//

Developing Career Education; 7-12 Instructional Units.

ED 106 621

Developing Career Education; Grades 3-6 Instructional Units.

ED 106 620

Developing Career Education; K-2 Instructional Units.

ED 106 619

A Developmental Approach to Career Guidance, Counseling and Placement: New Hampshire Guidelines.

ED 106 623

Elementary Career Education Activities: K-3.

ED 106 544

Elementary Career Education Activities: Grades 4, 5, 6.

ED 106 545

Elementary Career Education Guide, Volume 1: Self Awareness.

ED 106 610

Elementary Career Education Guide, Volume 2: Career Awareness--Primary.

ED 106 611

Elementary Career Education Guide, Volume 2B: Career Awareness--Intermediate.

ED 106 612

Elementary Career Education Guide, Volume 3: Economic Awareness.

ED 106 613

Elementary Career Education Guide, Volume 4: Beginning Competency.

ED 106 614

Elementary Career Education Guide, Volume 5: Appreciation-Attitudes, Decision Making, Educational Awareness, and Employability.

ED 106 615

Elementary School Project for Level One: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

ED 106 565

Elementary School Project for Level Two: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

ED 106 566

Elementary School Project for Level Four: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

ED 106 568

Elementary School Project for Level Five: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

ED 106 569

EMR Curriculum Guide: Junior High and Senior High.

ED 107 055

Exploring Business Careers: Grade 9. Bulletin No. 265.

ED 106 515

Exploring Careers in Automotive Sales and Service.

ED 106 574

Exploring Careers in Building and Plant Maintenance.

ED 106 589

Exploring Careers in Education.

ED 106 577

Curriculum Evaluation

The Dynamics of Curriculum Revision.

ED 107 650

Exploring Careers in Electricity--Electronics.

ED 106 576

Exploring Careers in Environmental Protection.

ED 106 575

Exploring Careers in Food Preparation and Services.

ED 106 584

Exploring Careers in Graphic Reproduction and Printing Occupations.

ED 106 581

Exploring Careers in Health and Medicine.

ED 106 587

Exploring Careers in International Travel, Trade and Communications.

ED 106 586

Exploring Careers in Law Enforcement.

ED 106 592

Exploring Careers in Music.

ED 106 585

Exploring Careers in Ornamental Horticulture.

ED 106 582

Exploring Careers in Photography.

ED 106 578

Exploring Careers in Public and Civil Service Occupations.

ED 106 579

Exploring Careers in Radio and Television Program Production.

ED 106 583

Exploring Careers in Textile Manufacturing and Services.

ED 106 588

Exploring Careers in Visual Advertising Services.

ED 106 580

Exploring Careers in Writing for the Market.

ED 106 590

Exploring Writing Careers in Journalism.

ED 106 591

Food: Facts and Fancies.

ED 107 668

Forest Services: World of Work Project: Fifth Grade: Science.

ED 106 606

Guide for Integrating Career Development into the Curriculum: Grades 7-9.

ED 106 553

Housing in the Urban Environment.

ED 107 466

Idaho Foreign Language Guide.

ED 107 142

Independent Career Education. Grades 9-10.

ED 106 671

Indianapolis Public Schools: Special Education Comprehensive Plan. Volumes 1 and 2.

ED 107 054

Industrial Ecology Instructional Guide for the Industrial Arts Teacher.

ED 106 465

Introductory Unit to the Urban Environment.

ED 107 467//

Learning to Get Around. An Urban Environment Mapping Unit.

ED 107 468

The Life Career Development Program; Guidelines for Organization.

ED 106 667

Maine Curriculum Guide for Career Education K-12.

ED 106 492

My Parent's Work from A to Z: World of Work Project: Social Studies: Kindergarten.

ED 106 604

The Orthodontist, Our Friend: World of Work Project: Fifth Grade: Health.

ED 106 605

Project: Careers. A Career Education Curriculum for the Platte County R-III Schools.

ED 106 666

Prolegomena to the Language Syllabus.

ED 107 121

Readiness Continuum.

ED 107 029

Resource Unit--Level Six. Lincoln County Exemplary Program in Vocational Education.

ED 106 570

Resource Unit--Level Three. Lincoln County Exemplary Program in Vocational Education.

ED 106 567

Steps Toward Healthy Growth. Health Education Curriculum Guide; Grades 7-9.

ED 107 663

Steps Towards Healthy Growth. Health Education Curriculum Guide; Grades 4-6.

ED 107 664

Steps towards Healthy Growth. Health Education Curriculum Guide; Grades K-3.

ED 107 669

Water Pollution, Environmental Science Curriculum Guide Supplement.

ED 107 496//

World of Work: K-6 Curriculum.

ED 106 555

Curriculum Planning

The Adoption of an Innovation in Physics Teaching: A Study of Factors Related to the Adoption of the Project Physics Course in American High Schools.

ED 107 453//

CAAAP (Computer Assisted Academic Advisement and Planning): A Feasibility Study.

ED 106 674

Criterion-Referenced Curricular Decision-Making: Critical Computer Applications.

ED 107 212

Dynamic Physical Education for Elementary School Children.

ED 107 667//

The Dynamics of Curriculum Revision.

ED 107 650

Impact of Decentralization on Curriculum: Selected Viewpoints.

ED 107 616

Curriculum Problems

Handbook on Curriculum Development.

ED 107 654

Impact of Decentralization on Curriculum: Selected Viewpoints.

ED 107 616

Rational Solutions to Curricular Issues.

ED 106 988

Curriculum Research

Curriculum Research and Development in Science.

ED 107 514

A Study of Pupil Ethnocentrism toward Pre-Western Eskimo Culture in Relation to Certain Instructional Conditions. Final Report.

ED 107 570//

Daily Living Skills

A Program Project for the Investigation and Application of Procedures of Analysis and Modification of Behavior of Handicapped Children. Annual Report.

ED 107 013

Dari

Major Problems of Dari Speakers in Mastering Pashto Morphology.

ED 107 162

Data

Data: Its Use, Organization and Management. Proceedings of the Regional Conference of the Association for Computing Machinery, San Francisco, California, April 17-18, 1975.

ED 107 269//

Data Analysis

Analysis of Complex Intervention Effects in Time-Series Experiments.

ED 107 216

Assessment of Children's Psychological Development and Data Analytic Framework in New York City Infant Day Care Study.

ED 107 362

Mundelein-HICA Early Childhood Education Project. End-of-Project Summary.

ED 107 365

The National Home Start Evaluation. Interim Report 4: Summative Evaluation Results.

ED 107 380

Webber School Evaluation Report: School Year 1973-74.

ED 107 356

Data Bases

Data: Its Use, Organization and Management. Proceedings of the Regional Conference of the Association for Computing Machinery, San Francisco, California, April 17-18, 1975.

ED 107 269//

A Library User's Guide to ERIC.

ED 107 311

Northeast Academic Science Information Center (NASIC) Year 2 Report, March 1974 through February 1975.

ED 107 211

Organization of a Retrospective Document Retrieval System Based on Fragments.

ED 107 207

Data Collection

A Description of the New York City Infant Day Care Study: Health, Nutrition and Physical Development.

ED 107 363

Instructor Data Reporting Procedures.

ED 106 670

Observing and Assessing Infant Day Care Environment.

ED 107 361

Data Processing

Data: Its Use, Organization and Management. Proceedings of the Regional Conference of the Association for Computing Machinery, San Francisco, California, April 17-18, 1975.

ED 107 269//

Financial Accounting System Based Upon NCES Revised Handbook II.

ED 106 924

Data Sheets

The Application of DACUM in Retraining and Post-Secondary Curriculum Development. Second Edition.

ED 106 479

Dating (Social)

Beauty and Dating Choice--Objective and Subjective Reality.

ED 106 697

Day Care Programs

Assessment of Children's Psychological Development and Data Analytic Framework in New York City Infant Day Care Study.

ED 107 362

Child Day Care Guidelines: A Collection.

ED 107 370

A Description of the New York City Infant Day Care Study: Health, Nutrition and Physical Development.

ED 107 363

A Description of the New York City Infant Day Care Study: Infant Day Care Family Research.

ED 107 364

Final Evaluation of the Three Year Project of the Mecklenburg County Department of Social Services Agency Operated Child Development-Day Care Program.

ED 107 383//

The New York City Infant Day Care Study Design.

ED 107 360

Observing and Assessing Infant Day Care Environment.

ED 107 361

Play of the Young Child and Day Care Workers: A Piaget Justification.

ED 107 366

Deaf

The Acquisition of Sign Language in Deaf Children of Deaf Parents: Progress Report. Research Report No. 65.

ED 107 001

Computer-Assisted Instruction for the Blind and Deaf.

ED 107 039

A Developmental Study of Deaf Children's Semantic System.

ED 107 065

Midwest Regional Media Center for the Deaf. Final Technical Report.

ED 107 081

Post Secondary Programs for the Deaf: I. Introduction and Overview. Research Report No. 60.

ED 106 998

Post Secondary Programs for the Deaf: II. External View. Research Report No. 61.

ED 106 999

Post Secondary Programs for the Deaf: III. Internal Views. Research Report No. 67.

ED 107 002

Post Secondary Programs for the Deaf: IV. Empirical Data Analysis. Research Report No. 75.

ED 107 009

Death

Sudden Infant Death Syndrome (SIDS): The Quiet Killer.

ED 107 497

Decentralization

Central Administration in Multi Unit Community Colleges.

ED 107 328

- Impact of Decentralization on Curriculum: Selected Viewpoints. ED 107 616
- Decision Making**
 CAAAP (Computer Assisted Academic Advisement and Planning): A Feasibility Study. ED 106 674
 Career Decision-Making Program: Interim Product Report. ED 106 563
 Criterion-Referenced Curricular Decision-Making: Critical Computer Applications. ED 107 212
 Decision Making: An Imperative for Language Learning: Highlights of the Annual Language Arts Conference of Memphis State University (7th, Memphis, June 12-14, 1974). ED 106 854
 Dynamic Systems and Static Goals: An Educational Dilemma. ED 106 897
 An Experiment in Probabilistic Forecasting. ED 107 709
 Higher Education: The Law and Parameter for Action. Proceedings. ED 107 181
 Needs Assessment: Needs and Goals -- Model: East Stroudsburg. Project NAMES Workbook. ED 106 989
 Optional Alternative Public Schools. ED 106 918
 Parents: Key People to Assist in Occupational Decision Making (Project Number 1100). Final Report. ED 106 687
 Participation in Decision-Making: A Selected Bibliography. Exchange Bibliography No. 258. ED 106 956
 The Role of the Wife in Farm Decisions. Rural Sociology Monograph Number 5. ED 106 533
 The State of the Thought. ED 107 647
 Who Sank The Khaki Submarine At Stanford? A Study of Decision-Making At Stanford University. ED 107 191
- Decision Making Skills**
 Decision Making: An Imperative for Language Learning: Highlights of the Annual Language Arts Conference of Memphis State University (7th, Memphis, June 12-14, 1974). ED 106 854
 Developmental Stage Theory and Drug Abuse Education. ED 106 719
 Physical Education Teaching Problems for Analysis and Solution. ED 107 656//
- Declining Enrollment**
 Declining Enrollments: Implications. ED 106 942
- Decoding (Reading)**
 Component Skills in the Word Decoding Task for the Beginning Reader: An Annotated Cross-Referenced Bibliography. Technical Note No. 2-72-03. ED 106 769
 Elements of the Word Recognition Process: A Two Part Study. ED 106 793
 Fundamentals of Decoding for Teachers. ED 106 767//
 Lippincott Basic Reading Program. ED 106 800
 Patterson Road Elementary School Formula Phonics Reading Chain. ED 106 846
 Words-From Print to Meaning: Classroom Activities for Building Sight Vocabulary, for Using Context Clues, Morphology, and Phonics. ED 106 762//
- Definitions**
 Child Abuse: An Integration of the Research Related to Education of Children Handicapped as a Result of Child Abuse. Final Report. ED 107 056
 Combined Glossary: Terms and Definitions from the Handbooks of the State Educational Records and Reports Series. ED 106 923
- Degree Requirements**
 Comparability of Engineering Courses and Degrees: A Methodological Study. ED 107 515
- The Design of a Ph.D. Program in Instructional Systems. ED 107 253
- The Identification of Communication Competencies Required by Future Businesspersons: An Application of the Delphi Method. ED 106 888
- Deinstitutionalization**
 A Comparison of the Adaptive Behavior of Retarded Individuals Successfully and Unsuccessfully Placed in Group Living Homes. ED 107 034
- Delinquency**
 Juvenile Delinquency. ED 106 744
 Parent-Child Relationships and Juvenile Delinquency. ED 106 702
 School Violence and Vandalism. ED 106 987
- Delinquency Prevention**
 Juvenile Delinquency. ED 106 744
- Delinquents**
 Counseling Prisoners. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 17R. ED 106 745
- Delivery Systems**
 The Administration of Service Delivery Programs in Special Education in Five Connecticut Towns: The Organization and Coordination of the Planning and Placement Team Process. ED 107 078
 National Task Force on Student Aid Problems. Final Report. ED 107 199
 Navajo Education Resource Center, Many Farms, Arizona. Final Technical Report, 1973-1974. ED 107 087
- Democratic Values**
 The School as a Democratic Institution: The Problems of Teaching Social Studies in the Federal Republic of Germany. ED 107 590
- Demography**
 The Black Population: Location, Migration and Education. ED 107 744
 Characteristics of American Youth: 1974. Current Population Reports, Special Studies, Series P-23, No. 51. ED 107 567
 The Columbus Video Access Center: A Research Analysis of Public Reaction. ED 107 217
 Modernism: The Extensiveness of Women's Roles and Attitudes. World Fertility Survey Occasional Papers, No. 14. ED 107 574
 Persons of Spanish Origin in the United States: March 1974. Population Characteristics, Current Population Reports. Series P-20, No. 280. ED 107 397
 Residence Differences in Characteristics of Black, Lower-Class Families. Departmental Information Report No. 74-10. ED 107 750
 Spanish Surnames. Southwest Regional Laboratory (SWRL) Technical Note No. TN 1-72-08. ED 107 423
 A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume I: Americans of Spanish Origin. ED 107 411
 A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume 3: American Indians. ED 107 426
- Demonstration Programs**
 Educational Programs That Work. A Catalogue of Demonstration Sites of Successful Educational Programs Developed through the New Jersey Elementary and Secondary Education Act, Title III Program. 1974-75 Edition. ED 107 671
- Demonstration Projects**
 EBCE: A Design for Career Education: Curriculum Report from the Curriculum Service Center. ED 106 525
 The Lummi Indian Demonstration Project. ED 107 392
 Technical Presentations in Multimedia: A Modular Approach. ED 107 244
- Demonstration Research Center for Early Education**
 Demonstration and Research Center for Early Education (DARCEE). ED 107 384//
- Dental Health**
 The Orthodontist, Our Friend: World of Work Project: Fifth Grade: Health. ED 106 605
- Dentists**
 The Orthodontist, Our Friend: World of Work Project: Fifth Grade: Health. ED 106 605
- Department of Agriculture**
 Progress Report on Rural Development for Fiscal Year 1970. ED 107 432
 Rural Development: Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1971. A Report to the Congress. ED 107 433
 Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1972. Third Annual Report to the Congress. ED 107 434
- Depressed Areas (Geographic)**
 ARC: Alaska's Resources Challenge. An Attack on Poverty through Knowledge: A Proposal to Demonstrate the Effectiveness of Community Information Aides. ED 107 295
- Deschooling**
 Dilemmas of Development: The Village Polytechnic Movement as a Shadow System of Education in Kenya. Discussion Paper No. 156. ED 106 449
- Descriptive Linguistics**
 A Study of Korean Causatives. Working Papers in Linguistics, Vol. 6, No. 4. ED 107 123
- Design Needs**
 Indoor and Outdoor Space for Mentally and Physically Handicapped Children. Exchange Bibliography No. 503. ED 106 905
 Media Center Facility Design for Maryland Schools. ED 107 297
 Visual Arts Facilities (Grades 6-13). ED 106 903
- Design Preferences**
 Working Bibliography on Scaling Methods Appropriate for Analysis of Space Preferences. Exchange Bibliography No. 514. ED 106 906
- Developing Nations**
 Dilemmas of Development: The Village Polytechnic Movement as a Shadow System of Education in Kenya. Discussion Paper No. 156. ED 106 449
 Report of the Conference on Engineering Information in Developing Countries, April 22 through 26, 1974, Cairo, Egypt. ED 107 248
 The Underdevelopment and Modernization of the Third World. Commission on College Geography. Resource Paper No. 28. ED 107 546//
 World Bank Atlas: Population, Per Capita Product and Growth Rates. ED 107 560//
- Developmental Continuity**
 The FOL Project, Collaboration Between Preschool and the Primary Level of the Compulsory School. ED 107 350

Developmental Disabilities

Impact 8 of the Title VI Programs in the State of Oregon: September 1, 1973-August 1974.

ED 107 072

The Infant Development Center.

ED 107 017

A Plan for Improved Services for the Developmentally Disabled in Michigan.

ED 107 040

Developmental Programs

1974 Annual Report of the Appalachian Regional Commission.

ED 107 415

Opening the Door: An Analysis of Some Effects of Different Approaches to Educating Academically High-Risk Students at Forest Park Community College, 1971-72.

ED 107 324//

Developmental Psychology

Crystallizing Conditions, Developmental Advance and Education. First Annual Report.

ED 107 348

Developmental Reading

[A Program to Improve the Informational Processing of Children with Reading and Learning Problems.]

ED 106 826

Communication Skills Improvement Center.

ED 106 827

Comprehensive Client-Centered Basic Skills and Staff Development Center (Project BASIC).

ED 106 790

[Diagnostic-Prescriptive-Individualized (D.P.I.) Primary Reading Program].

ED 106 783

Early Reading Success Program.

ED 106 832

The Fort Worth Plan: A Systems Approach for Continuous Progress in Reading for All Elementary Children.

ED 106 812

[Individualized Reading and Social Science Program.]

ED 106 802

Interest, Needs Developmental Reading Program.

ED 106 838

Matteson Four-Dimensional Reading Project.

ED 106 795

[Mentor High School Reading Program.]

ED 106 811

New Adventure in Learning (Project NAIL).

ED 106 834

Patterson Road Elementary School Formula Phonics Reading Chain.

ED 106 846

Reading Improvement Program.

ED 106 801

[West Friendship Elementary Reading Program: "Accept and Challenge."]

ED 106 829

Diachronic Linguistics

Concerning the Influence of Native American Languages on American Spanish.

ED 107 148

A Demystification of Syntactic Drift. Montreal Working Papers in Linguistics, Vol. 3.

ED 107 120

Diagnostic Teaching

A Demonstration Project for Target Area Children.

ED 106 843

The Fort Worth Plan: A Systems Approach for Continuous Progress in Reading for All Elementary Children.

ED 106 812

National Regional Resource Center of Pennsylvania. Final Technical Report.

ED 107 079

Navajo Education Resource Center, Many Farms, Arizona. Final Technical Report, 1973-1974.

ED 107 087

The Reading Emphasis Program.

ED 106 840

Reading Instructional Management System (RIMS), Citrus Heights, California.

ED 106 822

Sinclairville Right to Read SILO (Sinclairville Individualized Learning Organizer).

ED 106 784

[The Reading Game: Long Beach, California; Rosamond, California; and Los Angeles, California.]

ED 106 847

Dialects

Some Extra Problems That the Bilingual Teachers of Chinese Children Should Consider.

ED 107 112

Dialect Studies

Development of a Dialect Differentiation Measure for Black English: A Pilot Study.

ED 106 861

Dictionaries

Combined Glossary: Terms and Definitions from the Handbooks of the State Educational Records and Reports Series.

ED 106 923

Dictionary of Occupational Titles

Labor Market Identification Model; Procedure in Labor Market Planning for Vocational Education Programs of Columbia Junior College.

ED 107 338

Differential Aptitude Test

Is Your LPN Program Keeping P.A.C.E.?

ED 107 334

Differentiated Staffs

Organization and Curriculum: Project LEM.

ED 106 901

Project: Pegasus [Personalized Education Growth and Achievement; Selective Utilization of Staff].

ED 106 782

Diffusion

The Academy for Career Education: Diffusion Issues.

ED 106 663

Directed Reading Activity

Reading Difficult Writing Is a Problem Solving Process.

ED 106 751

Directories

Career Education: Information Packet Revision.

ED 106 660

A Directory of College and University Libraries in New York State. 1973, Eighth Edition.

ED 107 209

Directory of Health Occupations Education Programs in Florida: 1974-75.

ED 106 510

Map Resources in San Francisco.

ED 107 236

NAEB Directory of Public Telecommunications, 1975.

ED 107 227//

The Southwest Regional Resource Center: A Compilation in Retrospect. Final Technical Report.

ED 107 085

U.S. Facilities and Programs for Children with Severe Mental Illnesses. A Directory.

ED 107 012

Disability Opinion Survey

The Development of the Disability Opinion Surveys and the Social Distance Survey: Preliminary Report.

ED 107 041

Disadvantaged Groups

Volunteers in Rehabilitation. Volumes 1-12.

ED 106 668//

Disadvantaged Youth

Demonstration and Research Center for Early Education (DARCEE).

ED 107 384//

Family Size and Learning Readiness Profiles of Socioeconomically Disadvantaged Preschool Whites.

ED 107 358

Final Evaluation of the Three Year Project of the Mecklenburg County Department of Social Services Agency Operated Child Development-Day Care Program.

ED 107 383//

National Home Start Evaluation. Interim Report 4: Program Analysis.

ED 107 379

Title I Compensatory Reading Centers.

ED 106 828

Discipline

Discipline, Corporal Punishment, and Suspension.

ED 106 920

Parent-Child Relationships and Juvenile Delinquency.

ED 106 702

Discipline Policy

Discipline, Corporal Punishment, and Suspension.

ED 106 920

Discrimination Learning

Preliminary Considerations in the Development of K-3 Spelling Instruction. SWRL Technical Note.

ED 106 872

Discussion Groups

The Optimal Size for Discussion Groups. Exchange Bibliography No. 378.

ED 106 967

Distinctive Features

Development of Syllabic Nasals: The Case of the Bantu Noun Class Prefixes "Mu-, "Mi-, "Ma-." Working Papers on Language Universals, No. 2.

ED 107 110

Reappraisal of the Voicing Constraint in Consonant Cluster Simplification.

ED 107 145

Distributive Education

The Cooperative Distributive Education Program for Employers of Cooperative Distributive Education Students.

ED 106 481

The Evaluation of Distributive Education Programs.

ED 107 717

Doctoral Programs

The Design of a Ph.D. Program in Instructional Systems.

ED 107 253

Man and Women Graduate Students: The Question of Equal Opportunity. Final Report.

ED 107 186

The Ph.D. in English and Foreign Languages: A Conference Report.

ED 107 093

Preparing Others to Profess: A Trial Year. Director's Report, Project on Teaching and Learning in Graduate Geography, Phase I (July 1973 to June 1974).

ED 107 552

Doctoral Theses

An Annotated Bibliography of Selected Projects, Theses, and Dissertations on the American Indian by Arizona State University Students from 1943-1974.

ED 107 425

A Bibliography of Dissertations, Theses, and Thesis Alternatives in Planning: 1965-1970. Exchange Bibliography No. 220.

ED 106 952

A Comparison of the Relationships Between the Level of Acceptance of Sex-Role Stereotyping and Achievement and Attitudes Toward Mathematics of Seventh Graders and Eleventh Graders in a Suburban Metropolitan New York Community.

ED 107 502//

Dogmatism

A Cross-Cultural Comparison of Viewer Agreement with Opinionated Television Characters.

ED 106 884

The Effects of Video Recording Experience Upon the Communication Behavior Skill of Empathy and Dogmatism in Sophomore Community College Nursing Students.

ED 107 257

Drama

Bicentennial Plays and Programs.

ED 106 858//

An Investigation Into the Effects of Background Music in a Dramatic Television Presentation on University Students' Perception and Retention of Cognitive Content.

ED 107 213

Reader for Advanced Spoken Tamil, Parts 1 and 2.

ED 107 099//

218 Subject Index

- Structure and Organization of the SWRL Drama and Public Speaking Program for 1972-73 Tryout. ED 106 886
- Theatre on a Shoestring. ED 106 852//
- Dramatic Play**
Evaluation of an Occupational Education Model for Primary Grades. ED 106 665
Occupational Awareness through Dramatic Play: A Curriculum Guide for Primary Grades: Parts 1 and 2. ED 106 669
- Drinking**
Elicitation of Anger and Opportunity for Retaliation as Determinants of Alcohol Consumption. ED 106 678
- Dropout Characteristics**
Patterns of Dropping Out. Toronto Board of Education Research Service Number 129. ED 106 720
- Dropout Prevention**
Learning to Work -- Or Working to Learn? ED 106 689
Patterns of Dropping Out. Toronto Board of Education Research Service Number 129. ED 106 720
- Dropouts**
The Evaluation of Dropout Prevention Programs. ED 107 716
Model For Implementation of School Follow-Up System. ED 106 478
- Drug Abuse**
Alternative Pursuits for America's 3rd Century: A Resource Book on New Perceptions, Processes, and Programs--with Implications for the Prevention of Drug Abuse. ED 106 716
An Assessment of Drug Education-Prevention Programs in the U. S. Army. Army Research Institute Technical Paper 261. ED 106 708
Different Strokes: Models of Drug Abuse Prevention Education. ED 106 743
The Drug Attitude Film: Development of a Measurement Technique for Assessing Attitudes Towards Adolescent Drug Users. A Preliminary Report Draft. ED 106 741
Drugs and Attitude Change. Nonmedical Drug Use: Attitudes and Attitude Change. National Institute on Drug Abuse Research Issues 3. ED 106 714
Drugs and Family/Peer Influence. Family and Peer Influences on Adolescent Drug Use. National Institute on Drug Abuse Research Issues 4. ED 106 715
Integrated Drug Abuse Management Information System Briefing Report. National Clearinghouse for Drug Abuse Information Report Series 32, Number 1. ED 106 713
Methodology and Techniques on How to Conduct a Drug Survey in a School or School District. Florida Educational Research and Development Council Research Bulletin, Fall, 1974. ED 106 706
- Drug Attitude Film**
The Drug Attitude Film: Development of a Measurement Technique for Assessing Attitudes Towards Adolescent Drug Users. A Preliminary Report Draft. ED 106 741
- Drug Education**
An Assessment of Drug Education-Prevention Programs in the U. S. Army. Army Research Institute Technical Paper 261. ED 106 708
Developmental Stage Theory and Drug Abuse Education. ED 106 719
Different Strokes: Models of Drug Abuse Prevention Education. ED 106 743
- Drug Therapy**
Schizophrenics for Whom Phenothiazines May Be Contraindicated or Unnecessary. ED 106 690
- Due Process**
Guidelines for the Collection Maintenance and Dissemination of Pupil Records. ED 106 979
A Primer on Due Process: Education Decisions for Handicapped Children. ED 107 090//
- Early Childhood**
The Acquisition of Sign Language in Deaf Children of Deaf Parents: Progress Report. Research Report No. 65. ED 107 001
A Semantic-Relational-Concepts Based Theory of Language Acquisition as Applied to Down's Syndrome Children: Implication for a Language Enhancement Program. Research Report No. 62. ED 107 000
The Severe Nature of Verbal Learning Deficits in Preschool Down's Syndrome (Mongoloid) Children. Research Report No. 69. ED 107 003
Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Early Childhood. Fourth Annual Report. ED 107 352
- Early Childhood Education**
Biliteracy, or the Bilingual Child's Right to Read. ED 107 128
Child Day Care Guidelines: A Collection. ED 107 370
Culture Based Curriculum for Young Indian Children. ED 107 389//
Demonstration and Research Center for Early Education (DARCEE). ED 107 384//
A Description of the New York City Infant Day Care Study: Health, Nutrition and Physical Development. ED 107 363
A Description of the New York City Infant Day Care Study: Infant Day Care Family Research. ED 107 364
Early Childhood Education: Organization of Reference Topics for Use in Undergraduate Courses. ERIC 1967-Spring 1973. (A Selective Listing). ED 107 371
Ethnicity and Early Education. Catalog No. 128. ED 107 368
Evaluation of Follow Through Programs by Follow Through Sponsors 1970-71. A Summary, Analysis, and Review. ED 107 369
Final Evaluation of the Three Year Project of the Mecklenburg County Department of Social Services Agency Operated Child Development-Day Care Program. ED 107 383//
The FOL Project, Collaboration Between Preschool and the Primary Level of the Compulsory School. ED 107 350
Making Outreach Work. ED 107 377
Motor Development in Early Childhood: A Guide for Movement Education with Ages 2 to 6. ED 107 620//
Mundelein-HICA Early Childhood Education Project. End-of-Project Summary. ED 107 365
Play of the Young Child and Day Care Workers: A Piaget Justification. ED 107 366
Pre-School Education--Aims, Methods and Problems. Report of a Symposium (Venice, Italy, October 11-16, 1971). ED 107 346
The Responsive Classroom Observation Schedule--Background and Development. ED 107 375
Sesame and You, Two--A Teacher's Helper: A Revised Guide to Accompany a Videotape Package of Twenty Sesame Street Mini Shows. ED 107 015
- Steps towards Healthy Growth. Health Education Curriculum Guide; Grades K-3. ED 107 669
- Trends and Issues in Early Childhood Education. ED 107 355
- Word Meaning in Human Development. ED 107 381
- Early Reading**
Biliteracy, or the Bilingual Child's Right to Read. ED 107 128
- East Asian History Course**
Designing Slide/Tape Self-Instruction; A Focus and Design Session. ED 107 302
- Eastern Arizona College**
Educational Needs Assessment of Adults in the Globe-Miami Area. Final Report. ED 107 336
- Ecology**
Environmental Studies Program: A Manchester Watershed Training Project. ED 107 471
Industrial Ecology Instructional Guide for the Industrial Arts Teacher. ED 106 465
Ways to Environmental Education, Volume 4. ED 107 579
- Economically Disadvantaged**
Children in Pennsylvania. Volume 1. State Summary. Social Indicators for Human Services Series 1. ED 107 421
Impact of Job Development on Poverty in Four Developing Areas, 1970. Agricultural Economic Report No. 225. ED 107 408
- Economic Development**
1974 Annual Report of the Appalachian Regional Commission. ED 107 415
World Bank Atlas: Population, Per Capita Product and Growth Rates. ED 107 560//
- Economic Disadvantage**
ARC; Alaska's Resources Challenge. An Attack on Poverty through Knowledge; A Proposal to Demonstrate the Effectiveness of Community Information Aides. ED 107 295
- Economic Education**
The Economics of Crime: A Teaching Unit for Grades 7-12. ED 107 572
- Economic Factors**
The Impact of the Pratt Decision on Black Public Colleges: Florida's Commitment. ED 107 167
Labor Market Analysis of Engineers and Technical Workers. ED 106 469//
- Economic Opportunities**
The Federal Civil Rights Enforcement Effort--1974. Volume I: To Regulate in the Public Interest. ED 107 754
- Economics**
World Bank Atlas: Population, Per Capita Product and Growth Rates. ED 107 560//
- Editorials**
Audience Response to Speech Analysis Following Televised Political Messages. ED 106 890
- Educable Mentally Handicapped**
Career Education: Geneva Area City Schools. [EMR Units: What Am I Like? and From the Ground to the Table]. ED 106 602
A Comparison of the Adaptive Behavior of Retarded Individuals Successfully and Unsuccessfully Placed in Group Living Homes. ED 107 034
The Educable Mentally Retarded Student in the Secondary School: What Research Says to the Teacher. ED 107 047

EMR Curriculum Guide: Junior High and Senior High.

ED 107 055

Initial Field Test and Feasibility Study of the Hypothesis/Test Word Recognition Procedures in the Special Education Classroom. Research Report No. 74.

ED 107 008

Language Development Activities through the Auditory Channel.

ED 107 031

Measurement of Weight Unit: A Formative Evaluation. Research Report No. 77.

ED 107 010

Rhythm and Motor Ability in Developmentally Disabled Children.

ED 107 637

Summative Evaluation of the Measurement of Length Unit of the Money, Measurement and Time Program. Research Report No. 71.

ED 107 005

Summative Evaluation of the Measurement of Weight Unit of the Money, Measurement and Time Program. Research Report No. 72.

ED 107 006

Summative Evaluation of the Money Unit of the Money, Measurement and Time Program. Research Report No. 70.

ED 107 004

Summative Evaluation of the Time with the Clock Unit of the Money, Measurement and Time Program. Research Report No. 73.

ED 107 007

Education

Council of Europe News-Letter 5/74.

ED 107 486

Exploring Careers in Education.

ED 106 577

Historical Changes in Educational Aspirations of South Carolina High School Students, 1967-1973.

ED 107 407

A Library User's Guide to ERIC.

ED 107 311

Educational Accountability

Accountability and Serendipity.

ED 107 584

Accountability in Education--The Kalamazoo Plan.

ED 106 946

The Challenge of Education--Accountability and Local Control.

ED 106 917

Educational Leadership in an Era of Accountability.

ED 106 941

How to Evaluate Teachers on Performance.

ED 106 921

Educational Administration

Combined Glossary: Terms and Definitions from the Handbooks of the State Educational Records and Reports Series.

ED 106 923

Development and Evaluation of the Determining Instructional Purposes Training Package: Setting Goals, Analyzing Problems, Deriving Objectives. Far West Series in Instructional Planning.

ED 106 973

Improving the Performance of Educational Managers. Working Paper Series.

ED 106 893

Local Administration of Vocational Education: Information Sources. Bibliography Series No. 22.

ED 106 520

Needs Assessment: A Focus for Curriculum Development.

ED 107 619

Educational Alternatives

The Bilingual's Two Languages: Duplication or Compartmentalization.

ED 107 156

Communication Networks in the Designing and Starting of New Schools.

ED 106 972

Dilemmas of Development: The Village Polytechnic Movement as a Shadow System of Education in Kenya. Discussion Paper No. 156.

ED 106 449

The Future of Education: Perspectives on Tomorrow's Schooling.

ED 107 569//

The Growth of Alternative Public Schools: The 1975 ICOPE Report.

Optional Alternative Public Schools. ED 106 898

Resource Allocation and Budgeting for the 1972-73 Mini-Schools of the Alum Rock Voucher Demonstration. Analysis of the Education Voucher Demonstration. A Working Note.

ED 106 918

Connecticut Career Guidance Assessment, 1974.

ED 106 894

Educational Assessment

1973 Assessment Workshops: Final Report.

ED 107 710

A Better Chance to Learn: Bilingual-Bicultural Education. Clearinghouse Publication No. 51.

ED 107 417

A Discussion of a Proposed System for Rewarding And Improving Instructional Effectiveness.

ED 106 450

Exploring National Assessment Data Using Singular Value Decomposition.

ED 107 171

A Field Centered Competency Based Education Model.

ED 107 720

Focus on Promising Practices of Needs Assessment.

ED 106 940

The Importance of Assessment Instrument Development.

ED 107 745

Needs Assessment: A Focus for Curriculum Development.

ED 107 729

Needs Assessment: A Manual for the Local Educational Planner.

ED 107 619

Needs Assessment Package.

ED 106 978

New Jersey Career Guidance Guide: Report of New Jersey Career Guidance Conferences, 1973-74.

ED 107 695

Organizing for Effective Research Management in a Large Urban School System.

ED 106 625

Post-Secondary Education Planning in Texas: Techniques for Policy Analysis. Number 8.

ED 106 986

So That All Indian Children Will Have Equal Educational Opportunity, Volume 1.

ED 107 188

USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.

ED 107 398

So That All Indian Children Will Have Equal Educational Opportunity, Volume 2.

ED 107 399

USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.

ED 107 400

State Regulation of External Degree Programs.

ED 107 192

Student Evaluation of Teachers and Administrators. Oregon School Study Council Bulletin, Vol. 18, No. 8.

ED 107 400

So That All Indian Children Will Have Equal Educational Opportunity, Volume 3.

ED 107 400

USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.

ED 107 400

State Regulation of External Degree Programs.

ED 107 192

Student Evaluation of Teachers and Administrators. Oregon School Study Council Bulletin, Vol. 18, No. 8.

ED 107 400

Educational Attitudes

Survey-'71. A Follow-Up of '71 Fredonia Graduates.

ED 107 187

Educational Change

Adoption of Innovation in Urban Schools. Final Report.

ED 107 748

Adult High School Diploma Programs: An Emerging Alternative.

ED 106 463

Channels for Changing Secondary Schools. A Report from the State Superintendent's Task Force on Secondary Education. Curriculum Administration Series. Publication No. 471.

ED 106 928

College of Education Libraries and Higher Education. Selected Papers Delivered at DES/ATCDE/LA Joint Conference Held at the

ED 107 629

Windermere Hydro, Bowness-on-Windermere, Westmorland, 16th to 19th October 1973.

ED 107 272

Community Reaction to Educational Change. Social Sciences, Education, Number 3.

ED 107 545

Critical Awareness for Improvement: The School and You.

ED 106 983

Goals and Options. Spaces for Career Preparation: Document 1.

ED 106 938

La Reforme de l'enseignement superieur (Higher Education Reform).

ED 107 094

New Patterns of Teacher Education and Tasks; Country Experience. Sweden.

ED 107 652

In Spite of the System: The Individual and Educational Reform.

ED 107 739//

Year-round Education: A Workable Approach.

ED 106 932

Educational Coordination

Participatory Planning in Education.

ED 107 653

Educational Counseling

Educational Advising and Vocational Choice. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 18R.

ED 106 746

Educational Data Systems

Discovery: New Worlds of Educational Data Systems. AEDS Proceedings, Virginia Beach, Virginia, April 29 through May 2, 1975.

ED 107 237

Educational Development

Growth and Education: A Strategic Report to the Rockefeller Brothers Fund on the Implications of Growth Policy for Postsecondary Education

ED 107 165

Organizing for Life-Long Learning. Occasional Paper No. 2.

ED 106 482

A Proposed National Institute of Education Postsecondary Education Program.

ED 107 197

Selected Bibliography of Educational Materials in Pakistan, Vol. 8, No. 1, 1974. Period Covered January-March 1974.

ED 107 593

The Structure and Management of Individualized Instruction.

ED 107 220

Educational Diagnosis

Improving Practices in Inner-City Schools: Two Contributions.

ED 107 746

Educational Disadvantage

Commitment to the Nontraditional Student. Topical Paper No. 51.

ED 107 327

Mundein-HICA Early Childhood Education Project. End-of-Project Summary.

ED 107 365

Opening the Door: An Analysis of Some Effects of Different Approaches to Educating Academically High-Risk Students at Forest Park Community College, 1971-72.

ED 107 324//

Educational Environment

Critical Awareness for Improvement: The School and You.

ED 106 983

Planning Educational Environments.

ED 106 933

SOPHIE: A Sophisticated Instructional Environment. Final Report for Period January 1974 through June 1974.

ED 107 298

A System for Assessing Affectivity.

ED 106 710//

Educational Equipment

Child Day Care Guidelines: A Collection.

ED 107 370

Educational Experiments

A Critical Review of Experimental Studies of Teacher Questions and Student Achievement.

ED 107 629

Dilemmas of Development: The Village Polytechnic Movement as a Shadow System of Education in Kenya. Discussion Paper No. 156. ED 106 449

An Investigation Into the Effects of Background Music in a Dramatic Television Presentation on University Students' Perception and Retention of Cognitive Content. ED 107 213

Educational Facilities

Declining Enrollments: Implications. ED 106 942

Environment and Space Utilization: Project LEM. ED 106 902

Urban Wild: A Manual for the Development, Implementation, and Operation of Nature Centers on School Campuses. ED 107 473//

Educational Finance

Biennial Report. 1971-73 Biennium. ED 107 164

Capital Outlay Financing. ED 106 934

Citizens' Handbook on Washington Public School Administration and Finance. Revised. ED 106 910

The Creation and Impact of Linkages Between the Social Sciences and the Federal Government. Final Report. ED 107 564

Crucial Issues in Foreign Student Education. Report of the National Association for Foreign Student Affairs. ED 107 170

Expenditures and Revenues for Public Elementary and Secondary Education, 1972-73. ED 106 911

Federal Student Assistance: A Review of Title IV of the Higher Education Act. ED 107 179

Federal Student Loan Programs. Policy Analysis Service Reports. Vol. 1, No. 1. ED 107 189

Financial Accounting System Based Upon NCES Revised Handbook II. ED 106 924

The \$5 Game: A Guidebook on the Funding of Law-Related Educational Programs. Working Notes, No. 7. ED 107 554

Illinois State Scholarship Commission Report. ED 107 173

Law, Finance, and the Teacher in Illinois--A Handbook for Teachers, Administrators, and School Board Members. Second Edition. ED 106 931//

Law-Related Education in America: Guidelines for the Future. Report of the American Bar Association Special Committee on Youth Education for Citizenship. ED 107 555

Model Student Assistance Programs for Kentucky. Final Report. ED 107 178

New Concepts of Student Access. Policy Analysis Service Reports. Vol. 1, No. 3. ED 107 190

New Patterns of Teacher Education and Tasks; Country Experience. United States. ED 107 651

North Carolina Community College System Biennial Report, 1972-1974. ED 107 337

Pennsylvania Higher Education Assistance Agency. Annual Report for 1973-74. ED 107 175

Pennsylvania Higher Education Assistance Agency. Annual Report for 1972-73. ED 107 176

Program Budgeting: Two Year Colleges. ED 107 332

A Review of the Quadrimester Program with Cost Estimates for a Proposed Quadrimester Program for the Lafayette Parish, Louisiana, Schools. ED 106 900

From Serrano to Serrano. Report No. FA. ED 106 929

Special Education: Needs--Costs--Methods of Financing. A Report of a Study. ED 106 985

Thrust for Relevance: Report of the Statewide Study on Adult and Continuing Education. ED 106 500

Educational Games

A Collection of Games and Activities for the Instruction of Pre-Reading Skills. ED 106 780

Educational Guidance

Career Development Guides: Guidance Career Unit. ED 106 630

Educational History

Assessing the Impact of Research on Schooling: A Problem in History of Education, Its Difficulties and Approaches. ED 107 595

Bias Against Women in American Educational History--A Propaganda Analysis. ED 106 856

Manumission Societies and African Free Schools. ED 107 557

Notes on the Life of John Monteith, 1788-1868. ED 107 169

A Popular History of the Origins of the Regents of the University of the State of New York. ED 107 585

Recollections of a One-Room Schoolhouse (An Interview with Marian Brooks). ED 107 431

Reflections of American Prejudice at Antebellum West Point (1802-1861). ED 107 558

Sports and Games in New England Schools and Academies 1780-1860. ED 107 598

Educational Improvement

Assessing the Impact of Research on Schooling: A Problem in History of Education, Its Difficulties and Approaches. ED 107 595

Career Education and the Businessman: A Handbook of Action Suggestions. ED 106 561//

The Context of Foreign Language Teaching. ED 107 139//

A Perspective on Improving the Effectiveness of Curriculum Materials. ED 107 218

Programs for Improving Elementary and Secondary School Education in Mathematics 1975. ED 107 531

Educational Innovation

Accountability in Student Evaluation. ED 107 701

The Adoption of an Innovation in Physics Teaching: A Study of Factors Related to the Adoption of the Project Physics Course in American High Schools. ED 107 453//

Adoption of Innovation in Urban Schools. Final Report. ED 107 748

Curriculum, Demonstration and Installation Studies: Information Sources. Bibliography Series No. 25. ED 106 518

Evaluation Reports of ESEA, Title III Projects: Final Report, FY 1972. ED 107 693

Handbook on Curriculum Development. ED 107 654

Learning to Work - Or Working to Learn? ED 106 689

New Patterns of Teacher Education and Tasks; Country Experience. United States. ED 107 651

Optional Year-Round Plan in Prince William County, Virginia. ED 106 943

Organization and Curriculum: Project LEM. ED 106 901

Trends and Issues in Early Childhood Education. ED 107 355

Educational Leave

Strategies for the Application of Foreign Legislation on Paid Educational Leave to the United States Scene. ED 106 517

Educational Legislation

The Current Status of U.S. Bilingual Education Legislation. CAL-ERIC/CLL Series on Languages and Linguistics, No. 23. ED 107 135

Law, Finance, and the Teacher in Illinois--A Handbook for Teachers, Administrators, and School Board Members. Second Edition. ED 106 931//

A Legislative History of the National Institute of Education. ED 106 925

So That All Indian Children Will Have Equal Educational Opportunity, Volume 1. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children. ED 107 398

So That All Indian Children Will Have Equal Educational Opportunity, Volume 2. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children. ED 107 399

So That All Indian Children Will Have Equal Educational Opportunity, Volume 3. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children. ED 107 400

Title I Migrant Education Program. Education Briefing Paper. ED 107 413

Educationally Disadvantaged

Biliteracy, or the Bilingual Child's Right to Read. ED 107 128

Minneapolis Public Schools Title I Reading Program. ED 106 817

Teaching Interpersonal Social Skills: A Prototype Manual of Activities; 1974-1975. ED 107 067

Educational Methods

ATS-F and Man: A Course of Study: An Experiment in Satellite Application to Statewide Instructional Methodology. ED 107 256

A Comparison of Different Approaches for Educating Young Gifted Children. (RAPYD II Project). ED 107 052

Psychology and Education of the Learning Disabled Child in the Soviet Union. Research Report No. 78. ED 107 011

Educational Mobility

Education in the European Community (Communication from the Commission to the Council, March 11, 1974). Bulletin of the European Communities Supplement 3/74. ED 107 544//

Educational Needs

The Design of a Future-Oriented Sensing System for the Identification, Production, and Dissemination of National Educational Information Needs. ED 107 240

The Educable Mentally Retarded Student in the Secondary School: What Research Says to the Teacher. ED 107 047

The Educational Cooperative: Exceptional Children Activities. ED 107 036

Focus on Promising Practices of Needs Assessment. ED 107 745

The Indian Education Act of 1972. Report of Progress for the First Year of the Program. ED 107 439//

The Indian Education Act of 1972. Report of Progress for the Second Year of the Program. ED 107 446

Iowa Priority Program Areas Requiring Specialized Training of Less Than Baccalaureate Degree. ED 106 655

Language and International Studies: The Rhetoric of Friction. ED 107 568

Needs Assessment: A Focus for Curriculum Development. ED 107 619

Needs Assessment: A Manual for the Local Educational Planner. ED 106 978

Needs Assessment: Needs and Goals - Model: East Stroudsburg. Project NAMES Workbook. ED 106 989

- Needs Assessment Package. ED 107 695
- Organizing for Life-Long Learning. Occasional Paper No. 2. ED 106 482
- Pre-School Education--Aims, Methods and Problems. Report of a Symposium (Venice, Italy, October 11-16, 1971). ED 107 346
- Strategies for the Application of Foreign Legislation on Paid Educational Leave to the United States Scene. ED 106 517
- Stuttering: What It Is and What to Do About It. ED 107 088//
- Survey on Continuing Education Needs for Health Professionals: Report. ED 106 540
- Through Education: Self Determination--A Bicentennial Goal for American Indians. The Second Annual Report to the Congress of the United States from the National Advisory Council on Indian Education. ED 107 438
- Thrust for Relevance: Report of the Statewide Study on Adult and Continuing Education. ED 106 500
- Educational Objectives**
- Career Specialist Handbook for the World of Work K-10 Continuum. ED 106 557
- The Challenge of Education--Accountability and Local Control. ED 106 917
- Child Day Care Guidelines: A Collection. ED 107 370
- Critical Awareness for Improvement: The School and You. ED 106 983
- The Dangers of Fragmentation. ED 106 868
- Development and Implementation of Secondary Special Education Programs. ED 107 042
- Dynamic Systems and Static Goals: An Educational Dilemma. ED 106 897
- Educational Goals of Northeast Alabama High School Seniors: An Historical Comparison. ED 107 386
- English at Narrabri High School, Volume 2. ED 106 852
- Goals and Options. Spaces for Career Preparation: Document 1. ED 106 938
- The Indian Education Act of 1972. Report of Progress for the First Year of the Program. ED 107 439//
- The Indian Education Act of 1972. Report of Progress for the Second Year of the Program. ED 107 446
- Needs Assessment: Needs and Goals -- Model: East Stroudsburg. Project NAMES Workbook. ED 106 989
- Needs Assessment Package. ED 107 695
- Nursing Evaluation: The Problem and the Process: The Critical Incident Technique. ED 106 468//
- Optional Alternative Public Schools. ED 106 918
- A Position Paper: Career Education. ED 106 471
- Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY 74. ED 106 458
- Proposed Learning Objectives for Environmental Education. ED 107 527
- Rational Solutions to Curricular Issues. ED 106 988
- Trends in Expressed Educational Objectives, 1968-1973 [and] Students "Undecided" as to Educational Objectives. ED 107 340
- Writing Poetry: Children Can Do It! ED 106 877
- Educational Opportunities**
- The Impact of the Pratt Decision on Black Public Colleges: Florida's Commitment. ED 107 167
- Strategies for the Application of Foreign Legislation on Paid Educational Leave to the United States Scene. ED 106 517
- Task Force Report on Two-Year Postsecondary Education in Pennsylvania. ED 107 342
- Educational Philosophy**
- Goals and Options. Spaces for Career Preparation: Document 1. ED 106 938
- Problem Solving in Professional Adult Education. ED 106 672
- Psychology and Education of the Learning Disabled Child in the Soviet Union. Research Report No. 78. ED 107 011
- Recollections of a One-Room Schoolhouse (An Interview with Marian Brooks). ED 107 431
- Educational Planning**
- Communication Networks in the Designing and Starting of New Schools. ED 106 972
- For a Community Policy on Education. Bulletin of the European Communities, Supplement 10/73. ED 107 543//
- Education in the European Community (Communication from the Commission to the Council, March 11, 1974). Bulletin of the European Communities Supplement 3/74. ED 107 544//
- The Future of Education: Perspectives on Tomorrow's Schooling. ED 107 569//
- Goals and Options. Spaces for Career Preparation: Document 1. ED 106 938
- A Master Plan for the Education of the Disabled by Tokyo Metropolitan Government, 1974-75. ED 107 016
- Needs Assessment: A Manual for the Local Educational Planner. ED 106 978
- Participatory Planning in Education. ED 107 653
- Plan for Implementation of Extended School Year. ED 106 990
- Planning Educational Programs: An Evaluation Report for the Occupational Exploration Program. ED 106 503
- Planning: Two Year Colleges. ED 107 330
- A Proposed National Institute of Education Postsecondary Education Program. ED 107 197
- Toward Solving Transfer Problems in Southern Universities and Colleges. ED 107 195
- Educational Policy**
- For a Community Policy on Education. Bulletin of the European Communities, Supplement 10/73. ED 107 543//
- Crucial Issues in Foreign Student Education. Report of the National Association for Foreign Student Affairs. ED 107 170
- The Current Status of U.S. Bilingual Education Legislation. CAL-ERIC/CLL Series on Languages and Linguistics, No. 23. ED 107 135
- Occupational Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 11. ED 106 664
- Organizing for Life-Long Learning. Occasional Paper No. 2. ED 106 482
- Participatory Planning in Education. ED 107 653
- In Spite of the System: The Individual and Educational Reform. ED 107 739//
- Educational Practice**
- The Importance of Individual Differences. ED 106 721
- Educational Problems**
- Inner-City Schools and the Beginning Teacher: A Dialogue. ED 107 738
- Urban Appalachian School Children: The Least Understood of all. Working Paper No. 6. ED 107 737
- Educational Programs**
- Career Development Opportunities for Native Americans. ED 107 424
- Case Studies in Special Education: Cuba, Japan, Kenya, Sweden. ED 107 048//
- Development and Evaluation of Evaluation for Program Improvement. Far West Series in Instructional Planning. ED 106 977
- Development and Evaluation of the SourceBook of Training Products in Instructional Planning and Management. Far West Series in Instructional Planning. ED 106 975
- Educational Programs That Work. A Catalogue of Demonstration Sites of Successful Educational Programs Developed through the New Jersey Elementary and Secondary Education Act, Title III Program. 1974-75 Edition. ED 107 671
- Evaluation Reports of ESEA, Title III Projects: Final Report, FY 1972. ED 107 693
- Guidelines for the Implementation of Programs for Pupils Who Are Orthopedically Handicapped. ED 107 045
- Maryland Environmental Education Survey. Part One: The Chesapeake Bay as an Integral Part of the Environmental Education Program. Progress Report. ED 107 475//
- Meeting of Experts on the Role of University Faculties/Colleges of Education in Population Education (Bangkok, January 7-12, 1974). Final Report. ED 107 474
- State of the Art: Diagnosis and Treatment. ED 107 068
- Structure and Organization of the SWRL Drama and Public Speaking Program for 1972-73 Tryout. ED 106 886
- Title I Migrant Education Program. Education Briefing Paper. ED 107 413
- University External Studies Program. The Support System. ED 107 168
- Educational Psychology**
-Speak No Freewill (Piaget vs. Skinner). Developmental Program Report No. 38. ED 107 345
- Transpersonal Psychology in Education. ED 107 626
- Educational Quality**
- Manumission Societies and African Free Schools. ED 107 557
- The North Central Association: Its Change Agent Role on Administrative Practices, Policies and Procedures in Wisconsin Technical Institutes. ED 107 323//
- Educational Radio**
- NAEB Directory of Public Telecommunications, 1975. ED 107 227//
- Educational Research**
- 1971-72 Tryout of the Level 2 Composition Skills Exercises. ED 106 860
- Assessing the Impact of Research on Schooling: A Problem in History of Education, Its Difficulties and Approaches. ED 107 595
- The Creation and Impact of Linkages Between the Social Sciences and the Federal Government. Final Report. ED 107 564
- Descriptions of the Structure and Ordering of Language in the Mod 2 Kindergarten Stories. Technical Note No. 2-72-34. ED 106 772
- Design of the Kindergarten Program Entry Survey. ED 106 863

222 Subject Index

On the Determinants of Student Performance in a Verified Instructional Program. ED 106 662

Developmental Aspects of Pupil Performance on Bidialectal Tests. Research and Development Memorandum No. 137. ED 106 867

Discovery: New Worlds of Educational Data Systems. AEDS Proceedings, Virginia Beach, Virginia, April 29 through May 2, 1975. ED 107 237

The Effect of the Open Classroom Environment on Locus of Control. ED 107 224

The Effects of Tracing Prompts and Discrimination Training on Kindergarten Handwriting Performance. ED 106 864

Guidance, Counseling, Placement, and Follow Through Systems: Information Sources. ED 106 522

The Identification of Communication Competencies Required by Future Businesspersons: An Application of the Delphi Method. ED 106 888

Incentive Motivation Techniques Evaluation in Air Force Technical Training. Final Report for Period June 1971-April 1974. ED 106 467

Individual and Small Group Learning with Computer Assisted Instruction. ED 107 239

Individual Differences in Learner Controlled CAI. ED 107 215

Local Administration of Vocational Education: Information Sources. Bibliography Series No. 22. ED 106 520

New Patterns of Teacher Education and Tasks; Country Experience. Sweden. ED 107 652

Organization and Administration of the Department of Research and Development in the Cincinnati Public Schools. ED 106 896

Organizing for Effective Research Management in a Large Urban School System. ED 106 986

Origin and Effectiveness of Social Approval and Social Disapproval Cues in Persuasive Communication. ED 106 885

A Proposed National Institute of Education Postsecondary Education Program. ED 107 197

A Response to the Perceptive Eisner. ED 107 556

Retention Studies Since 1960. ED 107 490

Selected Bibliography of Educational Materials in Pakistan, Vol. 8, No. 1, 1974. Period Covered January-March 1974. ED 107 593

Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1. ED 107 416

"The American Heritage Word Frequency Book" and Its Relation to the Communication Skills Lexicon. Technical Note No. 2-72-38. ED 106 770

Educational Researchers

A Large School District's Research Training Needs. ED 107 608

Educational Resources

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6. ED 107 427

Development and Evaluation of the SourceBook of Training Products in Instructional Planning and Management. Far West Series in Instructional Planning. ED 106 975

State Education Agencies and the National Institute of Education. ED 107 305

Educational Resources Information Center

ERIC Newsletters: Their Content, Uses and Users. ED 107 234//

A Library User's Guide to ERIC. ED 107 311

Educational Responsibility

How to Evaluate Teachers on Performance. ED 106 921

Educational Satellites

Market Scenarios and Alternative Administrative Frameworks for U.S. Educational Satellite Systems. Memorandum No. CG-75/2. ED 107 268

Educational Strategies

Participatory Planning in Education. ED 107 653

Plan for Implementation of Extended School Year. ED 106 990

Valuing Youth. Leader's Notebook. ED 107 550

Educational Technology

Criterion-Referenced Curricular Decision-Making; Critical Computer Applications. ED 107 212

Instructional Development for the Florida PLATO Project: Process and Evaluation. ED 107 242

Present State of Technological Innovation in Higher Education of Japan. ED 107 270

Some CMI Design Considerations to Meet the Requirements of Individually Guided Education. ED 107 219

Educational Television

Educational Broadcasts of NHK. Special Issue of NHK Today and Tomorrow. ED 107 247

Market Scenarios and Alternative Administrative Frameworks for U.S. Educational Satellite Systems. Memorandum No. CG-75/2. ED 107 268

NAEB Directory of Public Telecommunications, 1975. ED 107 227//

A New Commitment to Instructional Technology. ED 107 299

Proceedings: Cable Broadcasting in the Community. April 30-May 2, 1972. ED 106 491

Television Basics for TV-ABE Institute. ED 106 470

Educational Testing

Functions of Status Testing in the Development of an Instructional Program. ED 106 871

Educational Theories

Rational Solutions to Curricular Issues. ED 106 988

Educational Trends

The Future of Education: Perspectives on Tomorrow's Schooling. ED 107 569//

Handbook on Curriculum Development. ED 107 654

New Patterns of Teacher Education and Tasks; Country Experience. United States. ED 107 651

Post-Secondary Education Planning in Texas: Techniques for Policy Analysis. Number 8. ED 107 188

Education Service Centers

The Problem of Regional Educational Service Centers in the United States of America with Special Reference to the Seventh-Day Adventist School System. A Descriptive Study. ED 107 442

Education Vouchers

Resource Allocation and Budgeting for the 1972-73 Mini-Schools of the Alum Rock Voucher Demonstration. Analysis of the Education Voucher Demonstration. A Working Note. ED 106 894

Effective Reading Programs

[Adult Reading-Bilingual Laboratories and Learning Center, Huntsville, Texas.] ED 106 815

Andrews Elementary School Reading Improvement Program. ED 106 814

[A Program to Improve the Informational Processing of Children with Reading and Learning Problems.]

ED 106 826

[Atlanta Right to Read Project.] ED 106 824

Birch Lane Elementary School Media Services Program. ED 106 806

Boise Structured Tutoring Program. ED 106 799

Communication Classes for Secondary School Pupils. ED 106 844

Communication Skills Improvement Center. ED 106 827

Communication Skills through Authorship. ED 106 837

Comprehensive Client-Centered Basic Skills and Staff Development Center (Project BASIC). ED 106 790

Correct Reading Services. ED 106 823

A Demonstration Project for Target Area Children. ED 106 843

Department of Directed Studies, La Junta, Colorado. (Otero Junior College's Reading/Study Skills Laboratory--A Supporting Service). ED 106 803

[Developmental Reading Instruction.] ED 106 836

[Diagnostic-Prescriptive-Individualized (D.P.I.) Primary Reading Program]. ED 106 783

Early Reading Success Program. ED 106 832

Eden Gardens Kindergarten Program. ED 106 835

The Fort Worth Plan: A Systems Approach for Continuous Progress in Reading for All Elementary Children. ED 106 812

[Framingham Public Schools Reading Program.] ED 106 848

Functional Reading for Maryland. ED 106 825

[Individualized Reading and Social Science Program.] ED 106 802

Individualizing Instruction: Placing Learning Ahead of Teaching. ED 106 813

Integrated Language Experience Approach--Using Research Unit. ED 106 833

Interdisciplinary Programs. ED 106 788

Interest, Needs Developmental Reading Program. ED 106 838

Jefferson School Design for Right to Read. ED 106 797

A Language Arts Program for the Nonacademic Students on the Secondary Level. ED 106 785

Lippincott Basic Reading Program. ED 106 800

Mamaroneck Right to Read Tutorial Program. ED 106 809

Matteson Four-Dimensional Reading Project. ED 106 795

McGraw-Hill Programmed Reading Evaluation. ED 106 805

McKinley School Right to Read Project. ED 106 808

[Mentor High School Reading Program.] ED 106 811

Minneapolis Public Schools Title I Reading Program. ED 106 817

New Adventure in Learning (Project NAIL). ED 106 834

The New Approach Method (NAM). ED 106 810

New York City Right to Read Impact Project. ED 106 794

[Operation Upgrade. A Bibliography of Materials for Adult New Readers and Tutors of Adult New Readers.] ED 106 820

The Parkrose Heights and Fremont Junior High Reading Program. ED 106 839

Patterson Road Elementary School Formula Phonics Reading Chain. ED 106 846

- PREP [Pre-Discharge Education Program],**
Longview Community College-Richards-Gebaur
Air Force Base, Missouri. ED 106 807
- Prevention of Reading Disabilities through
Early Diagnosis and Remediation.** ED 106 842
- Primary Language Development--Pre-Kin-
dergarten Component.** ED 106 841
- Prime Reading Program.** ED 106 798
- PRIMIR (Primary Individualized Reading).**
ED 106 819
- Project Aloha. Annual Evaluation Report.**
ED 106 821
- Project: Pegasus [Personalized Education
Growth and Achievement; Selective Utilization
of Staff].** ED 106 782
- Project Successful Beginning.** ED 106 786
- The Reading Emphasis Program.** ED 106 840
- Reading Improvement Program.** ED 106 801
- Reading Instructional Management System
(RIMS), Citrus Heights, California.** ED 106 822
- [Sequential Processes for Mastery of Skills in
Decoding from Pre-Phonic Training to Inde-
pendent Reading Competency.]** ED 106 845
- Sinclairville Right to Read SILO [Sinclairville
Individualized Learning Organizer].** ED 106 784
- [Sound-Word-Sentence-Meaning Song Cards].**
ED 106 789
- South Douglas County Early Childhood Educa-
tion Project. Third Year Evaluation Report.**
ED 106 804
- [Southampton County Coordinated Reading
Improvement Program.]** ED 106 816
- Success through Identification and Curriculum
Change.** ED 106 787
- [The Reading Game: Long Beach, California;
Rosamond, California; and Los Angeles,
California.]** ED 106 847
- Title I Compensatory Reading Centers.** ED 106 828
- [Weldon Elementary School Reading Pro-
gram.]** ED 106 818
- [West Friendship Elementary Reading Pro-
gram: "Accept and Challenge."]** ED 106 829
- Effective Teaching**
[Adult Reading-Bilingual Laboratories and
Learning Center, Huntsville, Texas.] ED 106 815
- Andrews Elementary School Reading Improve-
ment Program.** ED 106 814
- [A Program to Improve the Informational
Processing of Children with Reading and
Learning Problems.]** ED 106 826
- [Atlanta Right to Read Project.]** ED 106 824
- Birch Lane Elementary School Media Services
Program.** ED 106 806
- Boise Structured Tutoring Program.** ED 106 799
- Communication Classes for Secondary School
Pupils.** ED 106 844
- Communication Skills Improvement Center.**
ED 106 827
- Communication Skills through Authorship.**
ED 106 837
- Comprehensive Client-Centered Basic Skills
and Staff Development Center (Project
BASIC).** ED 106 790
- Correct Reading Services.** ED 106 823
- Creative Teaching in Health. Second Edition.**
ED 107 618//
- A Demonstration Project for Target Area Chil-
dren.** ED 106 843
- Department of Directed Studies, La Junta,
Colorado. (Otero Junior College's Reading/Stu-
dy Skills Laboratory--A Supporting Service).**
ED 106 803
- [Developmental Reading Instruction.]** ED 106 836
- [Diagnostic-Prescriptive-Individualized (D.P.I.)
Primary Reading Program.]** ED 106 783
- Early Reading Success Program.** ED 106 832
- Eden Gardens Kindergarten Program.** ED 106 835
- The Fort Worth Plan: A Systems Approach for
Continuous Progress in Reading for All Ele-
mentary Children.** ED 106 812
- [Framingham Public Schools Reading Pro-
gram.]** ED 106 848
- Functional Reading for Maryland.** ED 106 825
- [Individualized Reading and Social Science
Program.]** ED 106 802
- Individualizing Instruction: Placing Learning
Ahead of Teaching.** ED 106 813
- Integrated Language Experience Approach--
Using Research Unit.** ED 106 833
- Interdisciplinary Programs.** ED 106 788
- Interest, Needs Developmental Reading Pro-
gram.** ED 106 838
- Jefferson School Design for Right to Read.**
ED 106 797
- A Language Arts Program for the
Nonacademic Students on the Secondary
Level.** ED 106 785
- [Learning Achievement through Saturated
Educational Resources (LASER)].** ED 106 796
- Lippincott Basic Reading Program.** ED 106 800
- Mamaroneck Right to Read Tutorial Program.**
ED 106 809
- Matteson Four-Dimensional Reading Project.**
ED 106 795
- McGraw-Hill Programmed Reading Evaluation.**
ED 106 805
- McKinley School Right to Read Project.**
ED 106 808
- [Mentor High School Reading Program.]** ED 106 811
- Minneapolis Public Schools Title I Reading
Program.** ED 106 817
- New Adventure in Learning (Project NAIL).**
ED 106 834
- The New Approach Method (NAM).** ED 106 810
- New York City Right to Read Impact Project.**
ED 106 794
- [Operation Upgrade. A Bibliography of Materi-
als for Adult New Readers and Tutors of Adult
New Readers.]** ED 106 820
- The Parkrose Heights and Fremont Junior High
Reading Program.** ED 106 839
- Patterson Road Elementary School Formula
Phonics Reading Chain.** ED 106 846
- A Preliminary Report on the Anthropology De-
partment Student Ratings Survey.** ED 107 699
- PREP [Pre-Discharge Education Program],
Longview Community College-Richards-Gebaur
Air Force Base, Missouri.** ED 106 807
- Prevention of Reading Disabilities through
Early Diagnosis and Remediation.** ED 106 842
- Primary Language Development--Pre-Kin-
dergarten Component.** ED 106 841
- Prime Reading Program.** ED 106 798
- PRIMIR (Primary Individualized Reading).**
ED 106 819
- Project Aloha. Annual Evaluation Report.**
ED 106 821
- Project: Pegasus [Personalized Education
Growth and Achievement; Selective Utilization
of Staff].** ED 106 782
- Project Successful Beginning.** ED 106 786
- The Reading Emphasis Program.** ED 106 840
- Reading Improvement Program.** ED 106 801
- Reading Instructional Management System
(RIMS), Citrus Heights, California.** ED 106 822
- [Sequential Processes for Mastery of Skills in
Decoding from Pre-Phonic Training to Inde-
pendent Reading Competency.]** ED 106 845
- Sinclairville Right to Read SILO [Sinclairville
Individualized Learning Organizer].** ED 106 784
- [Sound-Word-Sentence-Meaning Song Cards].**
ED 106 789
- South Douglas County Early Childhood Educa-
tion Project. Third Year Evaluation Report.**
ED 106 804
- [Southampton County Coordinated Reading
Improvement Program.]** ED 106 816
- Success through Identification and Curriculum
Change.** ED 106 787
- [The Reading Game: Long Beach, California;
Rosamond, California; and Los Angeles,
California.]** ED 106 847
- Title I Compensatory Reading Centers.** ED 106 828
- [Weldon Elementary School Reading Pro-
gram.]** ED 106 818
- [West Friendship Elementary Reading Pro-
gram: "Accept and Challenge."]** ED 106 829
- Project: Pegasus [Personalized Education
Growth and Achievement; Selective Utilization
of Staff].** ED 106 782
- Project Successful Beginning.** ED 106 786
- The Reading Emphasis Program.** ED 106 840
- Reading Improvement Program.** ED 106 801
- Reading Instructional Management System
(RIMS), Citrus Heights, California.** ED 106 822
- [Sequential Processes for Mastery of Skills in
Decoding from Pre-Phonic Training to Inde-
pendent Reading Competency.]** ED 106 845
- Sinclairville Right to Read SILO [Sinclairville
Individualized Learning Organizer].** ED 106 784
- [Sound-Word-Sentence-Meaning Song Cards].**
ED 106 789
- South Douglas County Early Childhood Educa-
tion Project. Third Year Evaluation Report.**
ED 106 804
- [Southampton County Coordinated Reading
Improvement Program.]** ED 106 816
- Success through Identification and Curriculum
Change.** ED 106 787
- [The Reading Game: Long Beach, California;
Rosamond, California; and Los Angeles,
California.]** ED 106 847
- Title I Compensatory Reading Centers.** ED 106 828
- [Weldon Elementary School Reading Pro-
gram.]** ED 106 818
- [West Friendship Elementary Reading Pro-
gram: "Accept and Challenge."]** ED 106 829
- Electrical Systems**
IC [Interior Communications] Electrician 3
and 2: Rate Training Manual. Revised. ED 106 514
- Electricians**
IC [Interior Communications] Electrician 3
and 2: Rate Training Manual. Revised. ED 106 514
- Electricity**
Effectiveness of Teaching Electricity to High
School Students by Varied Class Time
Sequences and Teaching Materials. ED 107 448//
- Exploring Careers in Electricity--Electronics.**
ED 106 576
- Electromechanical Aids**
Acceptance of the Video Articulator. ED 107 035
- A Double X-Y Platform for Randsight-Type In-
struments.** ED 107 061
- Educational Evaluation of the Optacon (Opti-
cal-to-Tactile Converter) as a Reading Aid to
Blind Elementary and Secondary Students.
Final Report.** ED 107 294
- SOPHIE: A Sophisticated Instructional En-
vironment. Final Report for Period January
1974 through June 1974.** ED 107 298
- Electronic Data Processing**
Bibliography on Computer Mapping. Exchange
Bibliography No. 263. ED 106 957
- Computer Assisted Processing of Ethnographic
Data. Volume 2 Part 1 of Final Report:
Anthropological Study of Disability from Edu-
cational Problems of Puerto Rican Youths.**
ED 107 741
- Discovery: New Worlds of Educational Data
Systems. AEDS Proceedings, Virginia Beach,
Virginia, April 29 through May 2, 1975.** ED 107 237
- Will Microfilm and Computers Replace
Clippings?** ED 107 274
- Electronic Equipment**
Audiovisual Fundamentals; Basic Equipment
Operation and Simple Materials Production. ED 107 250//

- IC [Interior Communications] Electrician 3 and 2: Rate Training Manual. Revised. ED 106 514
- Electronics**
Evaluating Maintenance Performance: The Development and Tryout of Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report for Period January 1969-May 1974. ED 107 698
- Elementary Education**
Assistance to Local Follow Through Programs. Annual Report. ED 107 349
Career Development Guide: Grades 3-5. ED 106 635
Career Development Guide: Grades K-2. ED 106 634
Career Education: An Idea Book. ED 106 529
Career Motivation Curriculum Guide: K-6. ED 106 549
Center for Teaching and Learning Research and Staff-Development Program (Project Summary). ED 107 353
Creative Teaching of Reading in the Elementary School. 2nd Edition. ED 106 766//
Curriculum Designed for Urban Education--Cognitive Style Mapping of Students. ED 107 743
Developing a Successful Elementary School Media Center. ED 107 301//
Developing Language Skills in the Elementary Schools. 5th Edition. ED 106 857//
Elementary Career Education Activities: Grades 4, 5, 6. ED 106 545
Elementary Career Education Guide, Volume 1: Self Awareness. ED 106 610
Expanding Early Education: The Extended Day Kindergarten. ED 107 367
Learning Disabilities--Elementary Level: A Selective Bibliography. Exceptional Child Bibliography Series No. 644. ED 106 996//
Master Index for Elementary Awareness Guides. ED 106 609
Measurement of Weight Unit: A Formative Evaluation. Research Report No. 77. ED 107 010
PIPS: People in Products and Services: Guidebook to Be Used with Idea Book. ED 106 530
The Status of Environmental Education in Connecticut's Elementary and Secondary Schools 1973-1974. ED 107 483
Summative Evaluation of the Measurement of Length Unit of the Money, Measurement and Time Program. Research Report No. 71. ED 107 005
Summative Evaluation of the Measurement of Weight Unit of the Money, Measurement and Time Program. Research Report No. 72. ED 107 006
Summative Evaluation of the Time with the Clock Unit of the Money, Measurement and Time Program. Research Report No. 73. ED 107 007
Toward an Integrated Elementary School Curriculum through Career Awareness Activities. ED 106 712
Webster School Evaluation Report: School Year 1973-74. ED 107 356
World of Work: K-6 Curriculum. ED 106 555
- Elementary Grades**
Assessment of a Self-Instructional Conversion Model for Elementary Schools. Final Report. ED 107 245
Career Development Guides: Elementary: Primary-K-3, Intermediate-4-5. ED 106 627
- Elementary School Mathematics**
The Ability of Sixth Grade Students to Associate Mathematical Terms With Related Algorithms. ED 107 500//
Mathematical Readiness of Six-Year-Olds and the Placement of First Grade Mathematical Topics. ED 107 505//
Mathematics Learning in Early Childhood. ED 107 534
Prediction of Error and Error Type in Computation of Sixth Grade Mathematics Students. ED 107 506//
- Elementary Schools**
Pertinent Data Bulletin 1974-1975; Individually Guided Education/Multi-Unit Schools. ED 107 624
- Elementary School Science**
The Effectiveness of an Additional Basic Language-Development Program on the Science Academic Achievement of Low-Achieving Kindergarten Pupils. ED 107 465//
The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 1 of 2 Parts). ED 107 525
The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 2 of 2 Parts). ED 107 526
A Strategy for Disseminating Elementary Science Curricula. ED 107 488
The Teaching and Transfer of Seriation Strategies Using Non-Visual Variables with First Grade Children. ED 107 489
- Elementary School Students**
Acceptance of Ideas of Others [Number Form and Star Form]. ED 107 686//
Acceptance of Others (Number Form). ED 107 685//
The Effects of Two Differing Questioning Strategies on the Achievement and Attitudes of Elementary Pupils. ED 107 491
Field Test of the Operationalization of Fuzzy Concepts with Small Children. ED 107 596
Pennsylvania Educational Quality Assessment Attitude Toward School Instrument. ED 107 683//
Physical Education '73. ED 107 599
School Attitude Scale (Grades 1-3). ED 107 682//
School Attitude Scale (Grades 4-6). ED 107 684//
Social Behavior Assessment of Elementary School Children--Theoretical Rationale for a Peer Rating Scale and its Role in a Longitudinal Study. ED 107 747
Teacher Outcomes Studies: The Development of Methods for Obtaining Teacher Estimates of Minimal and Desired Student Performance. ED 107 726
- Elementary School Teachers**
The Effectiveness of a Comparative Advance Organizer in the Learning and Retention of Metric System Concepts. ED 107 487
Opinionnaire on Attitudes Toward Education. ED 107 687//
Philosophy of Glasser Questionnaire. ED 107 689//
Prospective and Experienced Elementary Teachers: A Comparison of Mathematical Achievement and Attitudes. ED 107 528
Satisfaction With Teaching Questionnaire. ED 107 688//
- Elementary Secondary Education**
AAPS: Local Attendance Area Planning for Career Education. ED 106 531
Aberdeen Area Final Evaluation Report, ESEA Title I Project, Fiscal Year 1974. ED 107 414
Career Development Guide: Special Education. ED 106 638
The Computer in the School. Fastback No. 58. ED 107 222
- Conceptual Development During the School Years. ED 107 374
Curriculum Research and Development in Science. ED 107 514
Expenditures and Revenues for Public Elementary and Secondary Education, 1972-73. ED 106 911
The IEA Science Project: Science Achievement in Three Countries--Australia, the Federal Republic of Germany and the United States. ED 107 532//
Maine Curriculum Guide for Career Education K-12. ED 106 492
Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12. ED 107 100
A Position Paper: Career Education. ED 106 471
Pre-College Science Curriculum Activities of the National Science Foundation. Report of the Science Curriculum Review Team, Volume 1 - Findings and Recommendations. ED 107 530
Project: Careers. A Career Education Curriculum for the Platte County R-III Schools. ED 106 666
Scholastic Learning Problems of Skolt Lapp Children: Intellectual and Motivational Readiness, School Achievement and Official Plans for Schooling. ED 107 382
World of Work: K-10 Continuum. ED 106 556
- Elementary Secondary Education Act Title I**
ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume I. Evaluation Report. ED 107 691
ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume II. Evaluation Report. ED 107 692
Title I Migrant Education Program. Education Briefing Paper. ED 107 413
- Elementary Secondary Education Act Title III**
Evaluation Reports of ESEA, Title III Projects: Final Report, FY 1972. ED 107 693
- Elementary Secondary Education Act Title IV**
Nutrition and Health. ED 107 604
- Emergency Squad Personnel**
Rescue Skills and Techniques. ED 106 488
- Emotional Development**
Affective Learning. ED 107 354
- Emotionally Disturbed**
Background and Treatment of the Emotional-Behavior Disorders of Children: A Bibliography of Research (1925-1970). ED 107 027
Bibliotherapy: Trends in the United States. ED 107 284
Impact 8 of the Title VI Programs in the State of Oregon: September 1, 1973-August 1974. ED 107 072
State of the Art: Diagnosis and Treatment. ED 107 068
U.S. Facilities and Programs for Children with Severe Mental Illnesses. A Directory. ED 107 012
- Emotionally Disturbed Children**
Rhythm and Motor Ability in Developmentally Disabled Children. ED 107 637
- Emotional Problems**
Reported Emotional/Behavioral Problems Among Hearing Impaired Children in Special Educational Programs: United States, 1972-73. (Series R, No. 1). ED 107 037

Emotional Response

Elicitation of Anger and Opportunity for Retaliation as Determinants of Alcohol Consumption. ED 106 678

Optimal Pre-Competition Emotional Arousal of High School Football Players. ED 107 660

Empathy

A Cognitive Self-Instructional Modeling Approach Vs. The Carkhuff Model For Training Empathy. ED 106 726

The Effects of Video Recording Experience Upon the Communication Behavior Skill of Empathy and Dogmatism in Sophomore Community College Nursing Students. ED 107 257

Employer Attitudes

Post Secondary Programs for the Deaf: II. External View. Research Report No. 61. ED 106 999

Employer Employee Relationship

A Plan to Provide Education in Collective Bargaining for Community College Personnel at Pensacola Junior College. ED 107 318

Employment

Vocational Opinion Index. ED 107 697//

Employment Opportunities

Elementary School Project for Level Four: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 568

Manual for Affirmative Action Program Development and Implementation in Higher Education Institutions. ED 107 193

The Supply of Health Manpower. 1970 Profiles and Projections to 1990. ED 107 177

What and How for Foreign Language Students: What Are the Career Opportunities and How to Prepare for Them. ED 107 095

Employment Potential

On the Process and Consequences of Job Rationing in Oregon's Declining Wood Products Industry. WRDC Discussion Paper No. 4. ED 106 494

Employment Practices

Higher Education: The Law and Parameter for Action. Proceedings. ED 107 181

A Study of Counseling Center Hiring Practices: What Does It Take for a Woman to be Hired? Student Development Report Volume XII, Number 1, 1974-75. ED 106 692

Employment Problems

Social Structures, Ideologies, and Culture Codes in Occupational Development of Puerto Rican Youths. Volume I of Final Report, Anthropological Study of Disability From Educational Problems of Puerto Rican Youths. ED 107 742

Employment Programs

Disabled Veterans of the Vietnam Era: Employment Problems and Programs. Technical Report No. 75-1. ED 106 526

Employment Projections

The Supply of Health Manpower. 1970 Profiles and Projections to 1990. ED 107 177

Employment Qualifications

Career Education: The Leisure Occupations Cluster. Information Series No. 86. ED 106 534

A Survey of Responsibilities of Indiana Public High School Audiovisual Personnel. ED 107 203

Tests and Employment Discrimination. ED 107 733

Employment Services

Model for Implementation of School Placement Services. ED 106 477

Model for School Pre-Employment Activities. ED 106 476

Employment Trends

Structural Change in the Occupational Composition of the Female Labor Force. ED 106 543

The Supply of Health Manpower. 1970 Profiles and Projections to 1990. ED 107 177

Energy

Atomic Fuel, Understanding the Atom Series. Revised. ED 107 517

Atomic Power Safety. ED 107 518

Controlled Nuclear Fusion. ED 107 520

Direct Conversion of Energy. ED 107 521

Nuclear Power Plants. Revised. ED 107 522

Nuclear Reactors. Revised. ED 107 523

Engineering

Comparability of Engineering Courses and Degrees: A Methodological Study. ED 107 515

The Continuing Education of Engineers. Proceedings of the FEANI-UNESCO Seminar (Helsinki, August 21-24, 1972). ED 107 516

Science Books, Volume 10 Number 4. ED 107 512//

Engineering Education

Comparability of Engineering Courses and Degrees: A Methodological Study. ED 107 515

Engineering Technology

Report of the Conference on Engineering Information in Developing Countries, April 22 through 26, 1974, Cairo, Egypt. ED 107 248

Engineers

The Continuing Education of Engineers. Proceedings of the FEANI-UNESCO Seminar (Helsinki, August 21-24, 1972). ED 107 516

England

Promotion and Careers in Teaching. ED 107 621//

English

Career Development Guides: Situational English. ED 106 631

A Demystification of Syntactic Drift. Montreal Working Papers in Linguistics, Vol. 3. ED 107 120

English (Second Language)

A Better Chance to Learn: Bilingual-Bicultural Education. Clearinghouse Publication No. 51. ED 107 417

Biliteracy, or the Bilingual Child's Right to Read. ED 107 128

European Syllabuses in English as a Foreign Language. ED 107 152

Final Evaluation of Region II Institute for the Training of Teachers of English as a Second Language (ESL). ED 106 442

Individualized Instruction: An Eclectic Method. ED 106 443

Modifying English as a Second Language Materials (for Instructing ABE Students). ED 107 159

Physical Mastery of the English Language: The First Step in Teaching the Immigrant Conversational English. ED 106 792

A Selected List of Instructional Materials for English as a Second Language: College Level. CAL-ERIC/CLL Series on Languages and Linguistics, No. 27. ED 107 158

Teaching English as an Additional Language to Older People: A Case Study. ED 106 535

Teaching English to Speakers of Other Languages: A Selected Bibliography. ED 106 480

English Curriculum

English at Narrabri High School, Volume 2. ED 106 852

English Departments

English at Narrabri High School, Volume 2. ED 106 852

English Instruction

1971-72 Tryout of the Level 2 Composition Skills Exercises. ED 106 860

The Meaning of Competency for an English Major on a Competency-Based Curriculum in a Liberal Arts College as Perceived by Practitioners. ED 106 870

English Programs

English at Narrabri High School, Volume 2. ED 106 852

Language Is Experience. ED 106 851

The Ph.D. in English and Foreign Languages: A Conference Report. ED 107 093

Physical Mastery of the English Language: The First Step in Teaching the Immigrant Conversational English. ED 106 792

Enrichment Activities

The Life Career Development Program; Guidelines for Organization. ED 106 667

Project: Careers. A Career Education Curriculum for the Platte County R-III Schools. ED 106 666

Enrollment

College Enrollments and Projections in North Carolina, 1975-80. ED 107 196

Enrollment Influences

Riding the Wave of New Enrollments. Topical Paper No. 50. ED 107 326

Survey '71. A Follow-Up of '71 Fredonia Graduates. ED 107 187

Enrollment Trends

College Enrollments and Projections in North Carolina, 1975-80. ED 107 196

Declining Enrollments: Implications. ED 106 942

Enrollment and Attendance: 1965-1975. Research Report No. 75-04. ED 107 313

North Carolina Community College System Biennial Report, 1972-1974. ED 107 337

Riding the Wave of New Enrollments. Topical Paper No. 50. ED 107 326

Environment

Radioactive Wastes. Revised. ED 107 524

Wisconsin's Lake Superior Basin Water Quality Study. Technical Report No. 1. ED 107 476//

Wisconsin's Lake Superior Basin Water Quality Study. Supplement. Technical Report No. 2. ED 107 477//

Environmental Education

Career Education Program: Geneva Area City Schools. [Grade 6 Units: Food Production, Ecology, Mind and Body, and Food Services]. ED 106 600

Community Leaders' Training in Environmental Studies: A Cooperative Community Project Funded under Title I of the Higher Education Act of 1965. Ways to Environmental Education, Final Report: 1974-1975. ED 107 583

A Curriculum Guide for Ninth Grade in Environmental Science. First Rough Draft. ED 107 495//

The Devil's Milhopper: A Resource for Developing Field Studies. Resource Monograph No. 2. ED 107 480

Eco: An Island Simulation Game. [Includes Packet of Population Education Materials]. ED 107 472//

- Environmental Studies Program: A Manchester Watershed Training Project. ED 107 471
- Exploring Careers in Environmental Protection. ED 106 575
- The Future: A Bibliography of Issues and Forecasting Techniques. Exchange Bibliography No. 279. ED 106 962
- A Guidebook to Guidebooks. An Urban Environmental Education Resource Book. ED 107 469//
- A Guide to Running a Recycling Project, Second Edition. ED 107 479
- Housing in the Urban Environment. ED 107 466
- Industrial Ecology Instructional Guide for the Industrial Arts Teacher. ED 106 465
- Introductory Unit to the Urban Environment. ED 107 467//
- Learning to Get Around. An Urban Environment Mapping Unit. ED 107 468
- Man and Environment. ED 107 484
- Maryland Environmental Education Survey. Part One: The Chesapeake Bay as an Integral Part of the Environmental Education Program. Progress Report. ED 107 475//
- Meeting of Experts on the Role of University Facilities/Colleges of Education in Population Education (Bangkok, January 7-12, 1974). Final Report. ED 107 474
- Proposed Learning Objectives for Environmental Education. ED 107 527
- Resource Guide for Field Study of the Cedar Keys Area on Florida's Gulf Coast. Resource Monograph No. 5. ED 107 482
- Resource Guide for Field Study: St. Augustine to Flagler Beach. Resource Monograph No. 4. ED 107 481
- The Status of Environmental Education in Connecticut's Elementary and Secondary Schools 1973-1974. ED 107 483
- Urban Wild: A Manual for the Development, Implementation, and Operation of Nature Centers on School Campuses. ED 107 473//
- Water Pollution, Environmental Science Curriculum Guide Supplement. ED 107 496//
- Ways to Environmental Education, Volume 4. ED 107 579
- The World of Man: A Curriculum Guide. ED 107 549
- Environmental Influences**
- Big School, Small School: Impact of the High School Environment. ED 106 685
- Early Home Environment and Changes in Mental Test Performance in Children from 6 to 36 Months. ED 107 728
- Indoor-Outdoor Space; the Transitional Areas and Their Effect on Human Behavior. Exchange Bibliography No. 517. ED 106 907
- From Typology to Topography in Clarence King's "Mountaineering in the Sierra Nevada." ED 106 853
- Environmental Research**
- The Future: A Bibliography of Issues and Forecasting Techniques. Exchange Bibliography No. 279. ED 106 962
- Wisconsin's Lake Superior Basin Water Quality Study. Technical Report No. 1. ED 107 476//
- Equal Education**
- A Better Chance to Learn: Bilingual-Bicultural Education. Clearinghouse Publication No. 51. ED 107 417
- Compendium of Law Suits Establishing the Legal Rights of Mentally Retarded Citizens. ED 107 018
- The Current Status of U.S. Bilingual Education Legislation. CAL-ERIC/CLL Series on Languages and Linguistics, No. 23. ED 107 397
- Education for All Handicapped Children, 1973-74, Part 4. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare United States Senate, Ninety-Third Congress, Second Session on S. 6 to Provide Financial Assistance to the States for Improved Educational Services for Handicapped Children. (June 17 and 24, 1974). ED 107 060
- Financing Education Programs for Handicapped Children: Regional Conference Highlights. Report No. 50. ED 107 059
- Mental Retardation and the Law: A Report on Status of Current Court Cases. ED 107 057
- A Primer on Due Process: Education Decisions for Handicapped Children. ED 107 090//
- Equal Opportunities (Jobs)**
- The Mature, Married Black Female in Academe. ED 106 711
- Notice of Charge of Employment Discrimination--Prelude to Fact Finding or Witch Hunt? ED 107 316
- Equipment Maintenance**
- Aviation Machinist's Mate R 1 and C: Rate Training Manual. ED 106 513
- Evaluating Maintenance Performance: The Development and Tryout of Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report for Period January 1969-May 1974. ED 107 698
- Signalman 1 and C: Rate Training Manual. Revised. ED 106 512
- Error Patterns**
- Aperçu des fautes eventuelles des anglophones Nord-Américains (Survey of Possible Errors of English-Speaking North Americans). ED 107 143
- Prediction of Error and Error Type in Computation of Sixth Grade Mathematics Students. ED 107 506//
- Eskimos**
- A Study of Pupil Ethnocentrism toward Pre-Western Eskimo Culture in Relation to Certain Instructional Conditions. Final Report. ED 107 570//
- A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume 3: American Indians. ED 107 426
- Ethical Instruction**
- Religion in the Public School Curriculum. ED 106 945
- Ethical Values**
- Institute on Human Values in Medicine. Reports of the Institute Fellows. 1973-74. ED 107 540
- Ethiopia**
- Intermediate Amharic Cultural Reader. Final Report. ED 107 102
- Ethnic Grouping**
- Spanish Surnames. Southwest Regional Laboratory (SWRL) Technical Note No. TN 1-72-08. ED 107 423
- Ethnic Groups**
- Ethnicity and Early Education. Catalog No. 128. ED 107 368
- The Influence of Place of Residence on Family Disability Among Selected Populations: Southern Blacks, Western Mexican Americans, Hawaiian Ethnic, and Northeastern Whites. ED 107 418
- Racism and the Mass Media. ED 106 879//
- Ethnic Origins**
- Persons of Spanish Origin in the United States: March 1974. Population Characteristics, Current Population Reports. Series P-20, No. 280. ED 107 397
- Ethnic Studies**
- Asian Studies Unit One: Asian Man and His Environment, Pilot Program; [And] Asian Studies Unit Two: Cultural Patterns of Asian Man, Field Test. ED 107 594//
- Black Religion: A Bibliography of Fisk University Library Materials Relating to Various Aspects of Black Religious Life. ED 107 309
- Minority Cultures: Supplement to Primary Social Studies Guide [And] Minority Cultures: Supplement to Intermediate Social Studies Guide. ED 107 582
- Ethnocentrism**
- A Study of Pupil Ethnocentrism toward Pre-Western Eskimo Culture in Relation to Certain Instructional Conditions. Final Report. ED 107 570//
- Ethnology**
- Changing Cultures, Changing Lives: An Ethnographical Study of Three Generations of Japanese Americans. ED 107 749//
- Etiology**
- Clinical Management of Voice Disorders. ED 107 089//
- Etymology**
- Word Formation: The Anarchy of the Art. ED 107 107
- Europe**
- For a Community Policy on Education. Bulletin of the European Communities, Supplement 10/73. ED 107 543//
- Education in the European Community (Communication from the Commission to the Council, March 11, 1974). Bulletin of the European Communities Supplement 3/74. ED 107 544//
- Evaluation**
- Assessing Impact of Institutional Studies. ED 107 202
- Development and Evaluation of Planning Program Implementation: A Process Guide. Far West Series in Instructional Planning. ED 106 976
- The Development and Validation of a Process Instrument for a Unit of the Physical Science Study Committee Physics Course. ED 107 449//
- The Development, Field Testing and Evaluation of Three Hierarchies of Behaviorally Stated Objectives for the Chemistry Content of a Course of Instruction in Physical Science for Pre-Service Nursing Students. ED 107 450//
- Evaluation of Instructional Objectives; Course Design Instrument No. 1: Instructional Objectives. ED 107 714
- The Evaluation Supervisor as Internal Auditor. ED 107 727
- Indian Tribes as Governments. An Analysis of Governing Institutions of Selected Indian Tribes: Report on a Research Project Conducted by a Team of Indian Lawyers and Law Students--June through August, 1974. ED 107 422
- Initial Field Test and Feasibility Study of the Hypothesis/Test Word Recognition Procedures in the Special Education Classroom. Research Report No. 74. ED 107 008
- Life Style Assessment: So What! ED 106 694
- Measurement of Weight Unit: A Formative Evaluation. Research Report No. 77. ED 107 010
- A Response to the Perceptive Eisner. ED 107 556
- Summative Evaluation of the Measurement of Weight Unit of the Money, Measurement and Time Program. Research Report No. 72. ED 107 006
- Summative Evaluation of the Money Unit of the Money, Measurement and Time Program. Research Report No. 70. ED 107 004
- Summative Evaluation of the Time with the Clock Unit of the Money, Measurement and Time Program. Research Report No. 73.

- Evaluation Criteria**
 Basic Internal Accountability Design for Career Guidance: An Affective Evaluation Report: Career Guidance Report No. 1. ED 107 007
 Evaluating Materials About Africa for Children. ED 106 451
 Guidelines for the Training of Special Education Teachers: The Report of a Special Study Institute. ED 107 262
 The Louisiana State Criteria of Excellence for Schoolwide Reading Programs. ED 107 043
 Student Social and Achievement Patterns as Related to Secondary School Organizational Structures. The Individualized System. H.S.1 Studies. ED 106 779
 ED 106 899//
- Evaluation Methods**
 Accountability in Guidance. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 19R. ED 106 747
 Accountability in Student Evaluation. ED 107 701
 An Approach to Assessment of Quality of a University Library Collection. ED 107 308
 Basic Internal Accountability Design for Career Guidance: An Affective Evaluation Report: Career Guidance Report No. 1. ED 106 451
 A Bibliography and Review of Building Evaluation Schemata and Practices. Exchange Bibliography No. 470. ED 106 904
 Career Decision-Making Program: Interim Product Report. ED 106 563
 Curriculum Guidelines. ED 106 455
 Design for Field Testing of Mountain-Plains Curriculum. ED 106 452
 Development and Evaluation of Evaluation for Program Improvement. Far West Series in Instructional Planning. ED 106 977
 The Development and Implementation of a Model for Comparing Instructional Alternatives. ED 107 214
 Evaluation of Follow Through Programs by Follow Through Sponsors 1970-71. A Summary, Analysis, and Review. ED 107 369
 Evaluation of Instructional Objectives: Course Design Instrument No. 1: Instructional Objectives. ED 107 714
 Instructional Development for the Florida PLATO Project: Process and Evaluation. ED 107 242
 A Methodology to Assess the Content and Structure of Affective and Descriptive Meanings Associated with the Work Environment. Research and Development Series No. 98. ED 106 657
 Models for a Beginning Theory of Criterion-Referenced Tests. ED 107 702
 Nursing Evaluation: The Problem and the Process: The Critical Incident Technique. ED 106 468//
 Occupational Exploration Program: Evaluation Report Notebook--An Overview. ED 106 502
 A Sourcebook for the Evaluation of Instructional Materials and Media. ED 107 050
 A Survey of Evaluation Instruments Used in Clinical Clerkships in American Medical Schools. ED 107 713
 Thirteen Alternative Learning Environments That Can Be Used to Evaluate the Impact of Teacher Inservice Workshops on Documented Learner Benefits. ED 107 648
- Evaluation Needs**
 A Survey of Evaluation Instruments Used in Clinical Clerkships in American Medical Schools. ED 107 713
- Evaluative Thinking**
 Classroom Techniques to Evaluate Advertising in Magazines. ED 106 873
- Exceptional Child Education**
 Hyperactivity: A Selective Bibliography. Exceptional Child Bibliography Series No. 643. ED 106 995//
 Learning Disabilities--Elementary Level: A Selective Bibliography. Exceptional Child Bibliography Series No. 644. ED 106 996//
 Mainstreaming in Physical Education: A Positive Approach. ED 107 615
 Reading-Learning Disabilities: A Selective Bibliography. Exceptional Child Bibliography Series No. 664. ED 106 997//
- Exceptional Children**
 The Mentally Retarded Enjoy Libraries Too. ED 107 293
 Special Education: Needs--Costs--Methods of Financing. A Report of a Study. ED 106 985
- Exercise (Physiology)**
 Effects of Exercise on Children. ED 107 613
 The Effects of High Intensity Exercise on Overall Leg Strength of Non-Sickel-Cell-Trait and Sickel-Cell-Trait Individuals. ED 107 638
 Effects of Manual Negative Accentuated Resistance on Strength and/or Muscular Endurance. ED 107 662
 Exercise Prescription. ED 107 659
- Existentialism**
 The Existential Dimensions of Afro-American Literature. ED 106 876
- Expectation**
 Aspirations, Expectations, and Attitudes of South Carolina High School Students. ED 107 406
 Educational Goals of Northeast Alabama High School Seniors: An Historical Comparison. ED 107 386
 Historical Changes in Educational Aspirations of South Carolina High School Students, 1967-1973. ED 107 407
 The Modification of Female Leadership Behavior in the Presence of Males. ED 106 742
 The Motivational Component of Stated Expectancies in Children at Two Developmental Levels. ED 106 739
 Residential Projections of Northeast Alabama Youth: A Historical Comparison. ED 107 387
- Expenditures**
 Expenditures and Revenues for Public Elementary and Secondary Education, 1972-73. ED 106 911
- Experience Based Career Education**
 The Academy for Career Education: Diffusion Issues. ED 106 663
- Experiential Learning**
 Evaluation of the Community Experiences for Career Education Program. ED 107 719
- Experimental Colleges**
 State Regulation of External Degree Programs. ED 107 192
- Experimental Groups**
 A Separate Reality: The Problem of Uncooperative Experiments. ED 107 610
 Toward Experimental Living. ED 107 548
- Experimental Programs**
 An Analysis of Articulation Programs. ED 106 922
 Evaluation of an Occupational Education Model for Primary Grades. ED 106 665
 The FOL Project, Collaboration Between Preschool and the Primary Level of the Compulsory School. ED 107 350
 Mundelein-HICA Early Childhood Education Project. End-of-Project Summary. ED 107 365
 Organization and Curriculum: Project LEM. ED 106 901
 A School District Looks at an Alternative to Half-Day, Every Day Kindergarten Programs. ED 107 347
- Experimental Schools**
 Optional Alternative Public Schools. ED 106 918
 Toward Experimental Living. ED 107 548
- Experimental Schools Program**
 Educators' Perceptions of School Domain Claims. ED 107 606
- Experiments**
 Cognitive Psychology: A Computer-Oriented Laboratory Manual. Student Manual and Instructor Manual. ED 106 691//
- Expressive Language**
 The Language of Inquiry and the Language of Authority. ED 106 869
 A Study in the Relationships of "Oh," "Ah," "Say," and "Well" to Numerous Grammatical Phenomena. University of Michigan Papers in Linguistics. ED 107 106
- Extended School Day**
 Expanding Early Education: The Extended Day Kindergarten. ED 107 367
- Extended School Year**
 Evaluation of the Knox County Extended School Year Program 1974-75. ED 106 949
 Optional Year-Round Plan in Prince William County, Virginia. ED 106 943
 Plan for Implementation of Extended School Year. ED 106 990
- External Degree Programs**
 Critical Feedback in Self-Instructional Course: Need, Nature, and Effects. ED 107 251
 State Regulation of External Degree Programs. ED 107 192
 University External Studies Program. The Support System. ED 107 168
- Extreme Learning Problem Programs**
 A Study of the Extreme Learning Problem Program in Oregon: 1971-72, 1972-73. ED 107 071
- Eye Movements**
 Report of the Conference on Visual Information Processing Research and Technology (Columbia, Maryland, June 10-21, 1974). ED 106 752
- Facility Guidelines**
 A Bibliography and Review of Building Evaluation Schemata and Practices. Exchange Bibliography No. 470. ED 106 904
 Media Center Facility Design for Maryland Schools. ED 107 297
 A Media Facilities Model for a Proposed Large Suburban High School. ED 107 258
 Planning Educational Environments. ED 106 933
 Visual Arts Facilities (Grades 6-13). ED 106 903

Facility Planning

Developing a Successful Elementary School Media Center. ED 107 301//

Media Center Facility Design for Maryland Schools. ED 107 297

A Media Facilities Model for a Proposed Large Suburban High School. ED 107 258

Planning Educational Environments. ED 106 933

Practical Guide to Industrial Arts Education. ED 106 475//

Processes of Planning. Spaces for Career Preparation: Document 2. ED 106 937

Visual Arts Facilities (Grades 6-13). ED 106 903

Facility Requirements

Capital Outlay Financing. ED 106 934

Planning Educational Environments. ED 106 933

Visual Arts Facilities (Grades 6-13). ED 106 903

Facility Utilization Research

Pennsylvania Regional Instructional System for Education. Final Report. ED 107 254

Factor Analysis

The Ohio Vocational Interest Inventory: A Factor Analysis. ED 107 711

Factor Structure

The Ohio Vocational Interest Inventory: A Factor Analysis. ED 107 711

Faculty

Career Age and Research-Professional Activities of Academic Scientists. ED 107 166

Faculty Advisors

CAAAP (Computer Assisted Academic Advise-ment and Planning): A Feasibility Study. ED 106 674

Selected Communication Variables and Their Effect Upon Advisee Satisfaction with Adviser-Advisee Conferences. ED 106 701

Family (Sociological Unit)

Experimental Evaluation of Family Curriculum Materials for High School Students. ED 107 578

The Kansas Migrant Survey: An Interpretive Profile of the Mexican-American Migrant Family. ED 107 419

Family Background

Self-Concept: The Linkage Between Family Background, School Context and Educational Success. ED 106 686

Family Characteristics

Family Size and Learning Readiness Profiles of Socioeconomically Disadvantaged Preschool Whites. ED 107 358

Patterns of Living in California's Migrant Labor Families. Research Monograph No. 12. ED 107 359

Residence Differences in Characteristics of Black, Lower-Class Families. Departmental Information Report No. 74-10. ED 107 750

Family Health

The Influence of Place of Residence on Family Disability Among Selected Populations: Southern Blacks, Western Mexican Americans, Hawaiian Ethnic, and Northeastern Whites. ED 107 418

Family Influence

Drugs and Family/Peer Influence. Family and Peer Influences on Adolescent Drug Use. National Institute on Drug Abuse Research Issues 4. ED 106 715

The Influence of Family Size on Learning Readiness Patterns of Socioeconomically Disadvantaged Preschool Blacks. ED 107 385

Family Life

Interpersonal Adjustment and Family Life Among Vietnam Veterans. A General Bibliography. ED 106 682

Family Life Curriculum Project

Experimental Evaluation of Family Curriculum Materials for High School Students. ED 107 578

Family Life Education

Experimental Evaluation of Family Curriculum Materials for High School Students. ED 107 578

The Purdue LEAD Program: Implications for Other Educational Contexts. ED 106 681

Source of Preparatory Orientation of High School Students in Northeastern Indiana to Issues Involved in Marriage and Family Living. ED 107 575

Valuing Families. Activity Guide. ED 107 551

Family Planning

Marital and Procreative Projections of Northeast Alabama Youth: A Historical Comparison, 1966-1972. ED 107 388

Family Problems

Television Watching and Family Tension. ED 107 249

Family Programs

A Description of the New York City Infant Day Care Study: Infant Day Care Family Research. ED 107 364

Family Relationship

Valuing Families. Activity Guide. ED 107 551

Family Size

Family Size and Learning Readiness Profiles of Socioeconomically Disadvantaged Preschool Whites. ED 107 358

The Influence of Family Size on Learning Readiness Patterns of Socioeconomically Disadvantaged Preschool Blacks. ED 107 385

Farmers

The Role of the Wife in Farm Decisions. Rural Sociology Monograph Number 5. ED 106 533

Fatigue (Biology)

Effects of Fixatives and Buffers upon the Morphology of Heart and Skeletal Muscle Mitochondria from Exhausted Rats. ED 107 634

Fear Of Success

Fear of Success--A Situational Approach. ED 106 677

Federal Aid

1975 Revised Guide to the Rural Development Act of 1972. 93d Congress, 2d Session, January 1, 1975. ED 107 441

Education for All Handicapped Children, 1973-74, Part 4. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare United States Senate, Ninety-Third Congress, Second Session on S. 6 to Provide Financial Assistance to the States for Improved Educational Services for Handicapped Children. (June 17 and 24, 1974). ED 107 060

Federal Funds for Research, Development, and Other Scientific Activities. Fiscal Years 1973, 1974, and 1975. Volume 23. ED 107 510

Federal Student Assistance: A Review of Title IV of the Higher Education Act. ED 107 179

Federal Student Loan Programs. Policy Analysis Service Reports. Vol. 1, No. 1. ED 107 189

Fiscal Guidelines for Federally Funded Projects. ED 106 984

Illinois State Scholarship Commission Report. ED 107 173

A Legislative History of the National Institute of Education. ED 106 925

National Task Force on Student Aid Problems. Final Report. ED 107 199

New Concepts of Student Access. Policy Analysis Service Reports. Vol. 1, No. 3. ED 107 190

Rural Development: Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1971. A Report to the Congress. ED 107 433

Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1972. Third Annual Report to the Congress. ED 107 434

Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1973. Fourth Annual Report to the Congress. ED 107 435

Federal Communications Commission

How to Protect Your Rights in Television and Radio. ED 107 225//

Inside the FCC: A Guide for Information Seekers. ED 107 232

Federal Government

The Federal Civil Rights Enforcement Effort--1974. Volume I: To Regulate in the Public Interest. ED 107 754

The Federal Civil Rights Enforcement Effort--1974. Volume II: To Provide ... For Fair Housing. ED 107 755

Federal Civil Rights Enforcement Effort--1974. Volume IV. To Provide Fiscal Assistance. ED 107 756

Inside the FCC: A Guide for Information Seekers. ED 107 232

Proposed Learning Objectives for Environmental Education. ED 107 527

Federal Legislation

1975 Revised Guide to the Rural Development Act of 1972. 93d Congress, 2d Session, January 1, 1975. ED 107 441

Education for All Handicapped Children, 1973-74, Part 4. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare United States Senate, Ninety-Third Congress, Second Session on S. 6 to Provide Financial Assistance to the States for Improved Educational Services for Handicapped Children. (June 17 and 24, 1974). ED 107 060

Federal Indian Policies ...from the Colonial Period through the Early 1970's. ED 107 420

A Legislative History of the National Institute of Education. ED 106 925

Notice of Charge of Employment Discrimination--Prelude to Fact Finding or Witch Hunt? ED 107 316

Nutrition and Health. ED 107 604

The Second Annual Report of the Student Loan Marketing Association to the Congress of the United States. ED 107 185

Federal Programs

Biennial Report. 1971-73 Biennium. ED 107 164

Canadian Adult Basic Education: An Overview. Occasional Paper No. 4. ED 106 483

Community Action Programs: An Annotated Bibliography. Exchange Bibliography No. 277. ED 106 961

Federal Programs for Education of the Handicapped: Issues and Problems; Report to the Congress.

ED 107 019

Making Outreach Work.

ED 107 377

Nutrition and Health.

ED 107 604

Rural Development: Fourth Annual Report of the President to the Congress on Government Services to Rural America.

ED 107 437

Rural Development: Third Annual Report of the President to the Congress on Government Services to Rural America.

ED 107 436

The Second Annual Report of the Student Loan Marketing Association to the Congress of the United States.

ED 107 185

So That All Indian Children Will Have Equal Educational Opportunity, Volume 1. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.

ED 107 398

So That All Indian Children Will Have Equal Educational Opportunity, Volume 2. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.

ED 107 399

So That All Indian Children Will Have Equal Educational Opportunity, Volume 3. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.

ED 107 400

Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Adolescence. Second Annual Report.

ED 107 351

Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Early Childhood. Fourth Annual Report.

ED 107 352

Federal Republic of Germany

The School as a Democratic Institution: The Problems of Teaching Social Studies in the Federal Republic of Germany.

ED 107 590

Federal State Relationship

State Education Agencies and the National Institute of Education.

ED 107 305

Feedback

Critical Feedback in Self-Instructional Course: Need, Nature, and Effects.

ED 107 251

Effects of Explanatory Versus Non-Explanatory Feedback on a Basic Electricity Program Used in the Tenth Grade.

ED 107 447//

Use of Computer-Assisted Instruction for Interpersonal Skill Training: A Pilot Study.

ED 107 238

Females

Bias Against Women in American Educational History--A Propaganda Analysis.

ED 106 856

Career Guidance Materials: Implications for Women's Career Development. Research and Development Series No. 97.

ED 106 542

The Choice Is Yours: A Women's Studies Curriculum for Non-College-Bound High School Girls.

ED 107 571

Fear of Success--A Situational Approach.

ED 106 677

Is Biology Destiny? A Defense? of Freud.

ED 106 675

The Mature, Married Black Female in Academe.

ED 106 711

Modernism: The Extensiveness of Women's Roles and Attitudes. World Fertility Survey Occasional Papers, No. 14.

ED 107 574

The Role of the Wife in Farm Decisions. Rural Sociology Monograph Number 5.

ED 106 533

A Self-Help Program for One Parent Households. Final Report.

ED 106 473

The Socialization of Freshwomen Medical Students.

ED 106 728

Socialization of Sex Roles In The Counseling Setting: Differential Counselor Behavioral and Attitudinal Responses to Typical and Atypical Female Sex Roles.

ED 106 727

Sports and Games in New England Schools and Academies 1780-1860.

ED 107 598

A Study of Counseling Center Hiring Practices: What Does It Take for a Woman to be Hired? Student Development Report Volume XII, Number 1, 1974-75.

ED 106 692

A Survey of Research Concerns on Women's Issues.

ED 107 753

Women as Cadets: An Analysis of the Issue.

ED 107 194

Feminism

Some Sources of Bibliographies Pertaining to Women's Studies.

ED 106 707

A Survey of Research Concerns on Women's Issues.

ED 107 753

Field Experience Programs

Evaluation of the Community Experiences for Career Education Program.

ED 107 719

Field Studies

Computer Assisted Processing of Ethnographic Data. Volume 2 Part 1 of Final Report: Anthropological Study of Disability from Educational Problems of Puerto Rican Youths.

ED 107 741

Resource Guide for Field Study of the Cedar Keys Area on Florida's Gulf Coast. Resource Monograph No. 5.

ED 107 482

Resource Guide for Field Study: St. Augustine to Flagler Beach. Resource Monograph No. 4.

ED 107 481

Field Testing

Design for Field Testing of Mountain-Plains Curriculum.

ED 106 452

Filing

An Alternative System of Subject Classification for Media Libraries.

ED 107 275

Basic Rules of Alphabetical Sequence Simplified.

ED 107 267

Film Criticism

1972 Oberlin Film Conference Selected Essays and Discussion Transcriptions, Vol. II.

ED 106 881

Film Production

The American Super-8 Revolution; Guide to Creative Filmmaking in the Classroom.

ED 107 307

The Video Primer; Equipment, Production and Concepts.

ED 107 310//

Films

1972 Oberlin Film Conference Selected Essays and Discussion Transcriptions, Vol. II.

ED 106 881

The American Super-8 Revolution; Guide to Creative Filmmaking in the Classroom.

ED 107 307

Computer Graphics for Learning Mathematics (NSF College Teacher Workshop, Carleton College, Northfield, Minnesota, 1974).

ED 107 494//

The Drug Attitude Film: Development of a Measurement Technique for Assessing Attitudes Towards Adolescent Drug Users. A Preliminary Report Draft.

ED 106 741

Film Study

1972 Oberlin Film Conference Selected Essays and Discussion Transcriptions, Vol. II.

ED 106 881

Final Reports

New England Special Education Instructional Materials Center. Final Technical Report.

ED 107 082

Finance Reform

Resource Allocation and Budgeting for the 1972-73 Mini-Schools of the Alum Rock Voucher Demonstration. Analysis of the Education Voucher Demonstration. A Working Note.

ED 106 894

Financial Needs

Theatre on a Shoestring.

ED 106 882//

Financial Policy

Financing Education Programs for Handicapped Children: Regional Conference Highlights. Report No. 50.

ED 107 059

Fiscal Management and Planning for Local Governments: A Selected Bibliography of Recent Materials. Exchange Bibliography No. 357.

ED 106 968

Financial Support

Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Descriptive Analysis). Research and Evaluation Report Series No. 22.01.

ED 107 444

Federal Student Assistance: A Review of Title IV of the Higher Education Act.

ED 107 179

Financing of Intercollegiate Athletics: Recommendations.

ED 107 172

The \$5 Game: A Guidebook on the Funding of Law-Related Educational Programs. Working Notes, No. 7.

ED 107 554

Pennsylvania Higher Education Assistance Agency. Annual Report for 1973-74.

ED 107 175

Pennsylvania Higher Education Assistance Agency. Annual Report for 1972-73.

ED 107 176

The Role of Research at the University of San Francisco: A Report to the President.

ED 107 182

The Second Annual Report of the Student Loan Marketing Association to the Congress of the United States.

ED 107 185

The Story of Self-Help Enterprises [SHE]. A History of Self-Help Housing in the San Joaquin Valley.

ED 107 404

Fine Arts

Fine Arts: A Bibliographic Guide to Basic Reference Works, Histories, and Handbooks.

ED 107 306//

Finland

Scholastic Learning Problems of Skolt Lapp Children: Intellectual and Motivational Readiness, School Achievement and Official Plans for Schooling.

ED 107 382

Fiscal Capacity

Fiscal Management and Planning for Local Governments: A Selected Bibliography of Recent Materials. Exchange Bibliography No. 357.

ED 106 968

From Serrano to Serrano. Report No. FA.

ED 106 929

Flexible Discs

A Planning Study for the Conversion of Recorded Books and Magazines from Rigid Discs to Cassettes and Flexible Discs. Final Report.

ED 107 292

Flight Training

Visual and Auditory Information Processing Aspects of the Acquisition of Flying Skill.

ED 106 659

Visual and Auditory Information Processing in Flying Skill Acquisition. Final Report for Period July 1973 through June 1974.

ED 107 246

Florida

The Devil's Millhopper: A Resource for Developing Field Studies. Resource Monograph No. 2.

ED 107 480

Directory of Health Occupations Education Programs in Florida: 1974-75.

ED 106 510

An Evaluation of the Status of the Occupational Specialist in Florida: Final Report.

ED 106 537

Resource Guide for Field Study of the Cedar Keys Area on Florida's Gulf Coast. Resource Monograph No. 3.

ED 107 482

Resource Guide for Field Study: St. Augustine to Flagler Beach. Resource Monograph No. 4.

ED 107 481

Florida State University

The Design of a Ph.D. Program in Instructional Systems.

ED 107 253

Flow Charts

Flowcharting. A Beginning Mathematics Unit.

ED 107 492//

Fluoridation

Fluoridation Bibliography: Referendums, Public Participation in Decision-Making, and Methodologies for Attitude Perception Studies. Exchange Bibliography No. 268.

ED 106 960

Followup Studies

Hamburg Center Intern Follow-Up. Second Year, 1974.

ED 107 639

Model For Implementation of School Follow-Up System.

ED 106 478

Food

Food: Facts and Fancies.

ED 107 668

Food Service Occupations

Career Education Program: Geneva Area City Schools. [Grade 6 Units: Food Production, Ecology, Mind and Body, and Food Services].

ED 106 600

Exploring Careers in Food Preparation and Services.

ED 106 584

Food Service Workers

Exploring Careers in Food Preparation and Services.

ED 106 584

Foods Instruction

Food: Facts and Fancies.

ED 107 668

Food Stores

Acura-Touch: Instructor's Guide for Professional Supermarket Checkers.

ED 106 648

Football

Optimal Pre-Competition Emotional Arousal of High School Football Players.

ED 107 660

Forecasting

Integrative Forecasting: Literature Survey. Exchange Bibliography No. 252.

ED 106 955

Foreign Countries

Canadian Adult Basic Education: An Overview. Occasional Paper No. 4.

ED 106 483

Case Studies in Special Education: Cuba, Japan, Kenya, Sweden.

ED 107 048//

Continuing Education and North American Society. Occasional Paper No. 1.

ED 106 484

FFA International Programs.

ED 106 445

The FOL Project, Collaboration Between Preschool and the Primary Level of the Compulsory School.

ED 107 350

Handbook on Curriculum Development.

ED 107 654

New Patterns of Teacher Education and Tasks; Country Experience. Sweden.

ED 107 652

Organizing for Life-Long Learning. Occasional Paper No. 2.

ED 106 482

Pre-School Education--Aims, Methods and Problems. Report of a Symposium (Venice, Italy, October 11-16, 1971).

ED 107 346

Psychology and Education of the Learning Disabled Child in the Soviet Union. Research Report No. 78.

ED 107 011

Scholastic Learning Problems of Skolt Lapp Children: Intellectual and Motivational Readiness, School Achievement and Official Plans for Schooling.

ED 107 382

Selected Bibliography of Polish Educational Materials. Volume 13, Number 1, 1974.

ED 107 586

Foreign Culture

Language and International Studies: The Rhetoric of Friction.

ED 107 568

Foreign Relations

The Chicano and the Meaning of Mexico.

ED 107 391

Foreign Students

Crucial Issues in Foreign Student Education. Report of the National Association for Foreign Student Affairs.

ED 107 170

Economic and Social Coping Strategies of Foreign Students. Research Bulletin, Volume 15, No. 23.

ED 107 198

Forest Park Community College

Opening the Door: An Analysis of Some Effects of Different Approaches to Educating Academically High-Risk Students at Forest Park Community College, 1971-72.

ED 107 324//

Forestry

Forest Services: World of Work Project: Fifth Grade: Science.

ED 106 606

Forestry Occupations

Forest Services: World of Work Project: Fifth Grade: Science.

ED 106 606

On the Process and Consequences of Job Rationing in Oregon's Declining Wood Products Industry. WRDC Discussion Paper No. 4.

ED 106 494

Formative Evaluation

The Development and Implementation of a Model for Comparing Instructional Alternatives.

ED 107 214

The Development and Validation of a Process Instrument for a Unit of the Physical Science Study Committee Physics Course.

ED 107 449//

The Evaluation of Dropout Prevention Programs.

ED 107 716

Foundation Programs

Foundations and Public Policy Formation.

ED 107 563

Foundations of Education

Assessing the Impact of Research on Schooling: A Problem in History of Education, Its Difficulties and Approaches.

ED 107 595

France

Deux provinces speciales: la Bretagne et la Provence (Two Special Provinces: Brittany and Provence).

ED 107 149

La Reforme de l'enseignement superieur (Higher Education Reform).

ED 107 094

French

ACTFL Workshop Proceedings: Black Literature of French Expression.

ED 107 103

Apercu des fautes eventuelles des anglophones Nord-Américains (Survey of Possible Errors of English-Speaking North Americans).

ED 107 143

A Final Evaluation Report for the Five Years of Operation (1969-1974) [of the Bilingual Education Program in Greenville, New Hampshire].

ED 107 124

A Triple-Track Program in the Second-Year French Courses: A Pilot Study.

ED 107 122

Freshmen

Profile Characteristics of Entering Students: 1974-75.

ED 107 341

Freud

Is Biology Destiny? A Defense? of Freud.

ED 106 675

Fricatives

Fricatives in Child Language Acquisition. Papers and Reports on Child Language Development, No. 6.

ED 107 115//

Fringe Benefits

The Attractiveness of Air Force Non-Monetary Benefits. Final Report, Period July 1972 - June 1974.

ED 106 489

Frontier College

The Bunkhouse Man. A Study of Work and Pay in the Camps of Canada 1903-1914.

ED 106 528//

Fuels

Atomic Fuel, Understanding the Atom Series. Revised.

ED 107 517

Functional Illiteracy

Functional Reading for Maryland.

ED 106 825

Future Farmers of America

Official FFA Manual for the National Organization for Students of Vocational Agriculture.

ED 106 447//

Participation in Selected FFA Activities: 1973-74.

ED 106 444

For Tomorrow's Agriculture: Proceedings of the National Convention of the Future Farmers of America (46th, Kansas City, Missouri, October 16-19, 1973).

ED 106 446

Futures (of Society)

Alternative Pursuits for America's 3rd Century: A Resource Book on New Perceptions, Processes, and Programs--with Implications for the Prevention of Drug Abuse.

ED 106 716

Continuing Education and North American Society. Occasional Paper No. 1.

ED 106 484

An Experiment in Probabilistic Forecasting.

ED 107 709

The Future: A Bibliography of Issues and Forecasting Techniques. Exchange Bibliography No. 279.

ED 106 962

The Future of Education: Perspectives on Tomorrow's Schooling.

ED 107 569//

The Identification of Communication Competencies Required by Future Businesspersons: An Application of the Delphi Method.

ED 106 888

Integrative Forecasting: Literature Survey. Exchange Bibliography No. 252.

ED 106 955

Learning to Work -- Or Working to Learn?

ED 106 689

Market Scenarios and Alternative Administrative Frameworks for U.S. Educational Satellite Systems. Memorandum No. CG-75/2.

ED 107 268

The State of the Thought.

ED 107 647

Gallup Evaluation Model

The Development and Implementation of a Model for Comparing Instructional Alternatives.

ED 107 214

Games

Case Studies of a Teaching Model: Teaching Through Games. ED 107 504//

A Selected List of Urban, Environmental and Social Problem Gaming/Simulations. ED 107 752

General Education

I Don't Understand What You Mean by Comprehension. ED 107 063

Generalization

Industrial Invasion of Nonmetropolitan America. A Quarter Century of Experience. ED 107 409

Generation Gap

Changing Cultures, Changing Lives: An Ethnographical Study of Three Generations of Japanese Americans. ED 107 749//

Geographic Distribution

The Underdevelopment and Modernization of the Third World. Commission on College Geography. Resource Paper No. 28. ED 107 546//

Geographic Location

The Black Population: Location, Migration and Education. ED 107 744

Residence Differences in Characteristics of Black, Lower-Class Families. Departmental Information Report No. 74-10. ED 107 750

Geographic Regions

The Underdevelopment and Modernization of the Third World. Commission on College Geography. Resource Paper No. 28. ED 107 546//

University of Southern California Instructional Materials Center for Special Education. Final Technical Report. ED 107 086

Geography

A Basic Geographical Library: A Selected and Annotated Book List for American Colleges. Publication No. 2. ED 107 591

Bibliography on Geographic Thought, Philosophy, and Methodology, 1950-1974. Geography Curriculum Project Occasional Paper No. 3, Revised. ED 107 561

Geography Curriculum Project

Bibliography on Geographic Thought, Philosophy, and Methodology, 1950-1974. Geography Curriculum Project Occasional Paper No. 3, Revised. ED 107 561

Geography Instruction

A Basic Geographical Library: A Selected and Annotated Book List for American Colleges. Publication No. 2. ED 107 591

Preparing Others to Profess: A Trial Year. Director's Report, Project on Teaching and Learning in Graduate Geography, Phase I (July 1973 to June 1974). ED 107 552

Using Media to Stimulate Inquiry. Instructor's Guide and Participant's Manual. Teaching Procedures for the New Social Studies. ED 107 547

Geology

From Typology to Topography in Clarence King's "Mountaineering in the Sierra Nevada." ED 106 853

Geometric Concepts

Perimeter. A Mathematics Instructional Module. ED 107 493//

Geriatrics

The Perceived Role of Institutions of Higher Education in Serving the Aging. ED 107 180

Gifted

A Comparison of Different Approaches for Educating Young Gifted Children. (RAPYD II Project). ED 107 519

Connecticut's Comprehensive Model for the Education of the Gifted and Talented. ED 107 058

Gile River Reservation

Para-Professional Training in Adult Education at Gila River Indian Community. ED 107 396

Global Approach

International Learning and International Education in a Global Age. Bulletin 47. ED 107 566

Glossaries

Combined Glossary: Terms and Definitions from the Handbooks of the State Educational Records and Reports Series. ED 106 923

Goal Blocks

Perceived Occupational Goal Blocks of Southern Youth. ED 107 394

Goal Orientation

Personal Causation Training and Goal Setting in Seventh Grade. ED 106 725

Goodness of Fit

Analysis of Complex Intervention Effects in Time-Series Experiments. ED 107 216

Governance

Central Administration in Multi Unit Community Colleges. ED 107 328

Channels for Changing Secondary Schools. A Report from the State Superintendent's Task Force on Secondary Education. Curriculum Administration Series. Publication No. 471. ED 106 928

A Survey of State-Level Academic Program Review Policies and Procedures for Higher Education. Final Report. ED 107 163

Who Sank The Khaki Submarine At Stanford? A Study of Decision-Making At Stanford University. ED 107 191

Governmental Structure

Indian Tribes as Governments. An Analysis of Governing Institutions of Selected Indian Tribes: Report on a Research Project Conducted by a Team of Indian Lawyers and Law Students—June through August, 1974. ED 107 422

Local Government—Form and Reform: A Selected Bibliography. Exchange Bibliography No. 640. ED 106 909

Government Employees

Exploring Careers in Public and Civil Service Occupations. ED 106 579

Government Libraries

The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 1: The Federal Library Model. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. ED 107 204

The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 2: Participant's Resource-Log. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. ED 107 205

The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 3: Director's Guide. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. ED 107 206

Summary of the Federal Government Library Survey Report. ED 107 228//

Government Publications

A Bibliography of Basic Books on Atomic Energy. Update. ED 107 519

Inside the FCC: A Guide for Information Seekers. ED 107 232

Government Role

The Creation and Impact of Linkages Between the Social Sciences and the Federal Government. Final Report. ED 107 564

Grade 1

Mathematical Readiness of Six-Year-Olds and the Placement of First Grade Mathematical Topics. ED 107 505//

Grade 6

Career Development Guides: Middle School: Grades Six and Seven. ED 106 628

Grade 7

Career Development Guides: Middle School: Grades Six and Seven. ED 106 628

Grade 8

Career Orientation: Grade 8. ED 106 547

Grade 9

A Curriculum Guide for Ninth Grade in Environmental Science. First Rough Draft. ED 107 495//

Water Pollution, Environmental Science Curriculum Guide Supplement. ED 107 496//

Grade Prediction

The Grade of Incomplete: A Brief Review and Comment. ED 107 184

Prediction of Grades and Satisfaction Using the Strong Vocational Interest Blank. ED 107 708//

Grades (Scholastic)

The Grade of Incomplete: A Brief Review and Comment. ED 107 184

Graduate Study

A Bibliography of Dissertations, Theses, and Thesis Alternatives in Planning: 1965-1970. Exchange Bibliography No. 220. ED 106 952

Man and Women Graduate Students: The Question of Equal Opportunity. Final Report. ED 107 186

The Ph.D. in English and Foreign Languages: A Conference Report. ED 107 093

Graduate Surveys

Follow-up and Evaluation of Graduates [and] Employer Evaluations of Graduates in Minnesota Collegiate-Technical Education. ED 107 325

Grammar

Agreement. Working Papers on Language Universals, No. 5. ED 107 111

A Grammar of Spoken Brazilian Portuguese. ED 107 137//

Interactive Language Development Teaching: The Clinical Presentation of Grammatical Structure. ED 106 850//

Reader for Advanced Spoken Tamil, Parts 1 and 2. ED 107 099//

A Study in the Relationships of "Oh," "Ah," "Say," and "Well" to Numerous Grammatical Phenomena. University of Michigan Papers in Linguistics. ED 107 106

Grammatical Gender

The Acquisition of the Concept of Grammatical Gender in Monolingual and Bilingual Speakers of Spanish. ED 107 134

Grants

Pennsylvania Higher Education Assistance Agency. Annual Report for 1973-74. ED 107 175

Pennsylvania Higher Education Assistance Agency. Annual Report for 1972-73. ED 107 176

232 Subject Index

Graphic Arts

- Exploring Careers in Graphic Reproduction and Printing Occupations. ED 106 581

Graphs

- Aberdeen Area Final Evaluation Report, ESEA Title I Project, Fiscal Year 1974. ED 107 414
Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Graphic Description). Research and Evaluation Report Series No. 22.02. ED 107 445

Great Britain

- Curriculum Research and Development in Science. ED 107 514
Job Specialization, Work Values and Worker Dissatisfaction. Technical Report No. 29. ED 106 495
Racism and the Mass Media. ED 106 879//

Group Counseling

- Counseling Prisoners. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 17R. ED 106 745

Group Dynamics

- Helping a Learning Group Mature. ED 106 498
The Optimal Size for Discussion Groups. Exchange Bibliography No. 378. ED 106 967

Grouping Procedures

- Spanish Surnames. Southwest Regional Laboratory (SWRL) Technical Note No. TN 1-72-08. ED 107 423

Group Instruction

- Helping a Learning Group Mature. ED 106 498

Group Living

- A Comparison of the Adaptive Behavior of Retarded Individuals Successfully and Unsuccessfully Placed in Group Living Homes. ED 107 034

Group Relations

- Aggression and Dominance Relations in Young Children. ED 107 357
Analyzing Sequential Interaction Data: Two Empirical Studies. ED 106 891
Integrating Affective Learning in the Classroom: A Heuristic Approach. ED 106 683
The Optimal Size for Discussion Groups. Exchange Bibliography No. 378. ED 106 967

Group Structure

- Micro-Analytical Procedures and the Multidimensional Treatment of Classroom Interaction in Science Teaching. ED 107 463//

Group Therapy

- Reactive and Reciprocal Inhibition Therapies in the Group Treatment of Test Anxiety. ED 106 703

Growth Patterns

- Growth and Education: A Strategic Report to the Rockefeller Brothers Fund on the Implications of Growth Policy for Postsecondary Education. ED 107 165

Guaranteed Student Loan Program

- The Second Annual Report of the Student Loan Marketing Association to the Congress of the United States. ED 107 185

Guessing (Tests)

- An Approximately Reproducing Scoring Scheme that Aligns Random Response and Omission. Memorandum Report for Period July 1970-July 1971. ED 107 707

Guidance Objectives

- New Jersey Career Guidance Guide: Report of New Jersey Career Guidance Conferences, 1973-74. ED 106 625

Guidance Personnel

- An Evaluation of the Status of the Occupational Specialist in Florida: Final Report. ED 106 537

Guidelines

- Administrators' Guide to Public School Programs for Handicapped Children. ED 107 069
Answers for Parents of the Child with Learning Disabilities. Showing and Telling It Like It Is! ED 107 030
Basic Rules of Alphabetical Sequence Simplified. ED 107 267
Curriculum Guidelines. ED 106 455
Fiscal Guidelines for Federally Funded Projects. ED 106 984
Guidelines for the Training of Special Education Teachers: The Report of a Special Study Institute. ED 107 043
Planning Curriculum Development: With Examples from Projects for the Mentally Retarded. ED 107 020
Practical Guide to Industrial Arts Education. ED 106 475//
Rationalizing Individualized Instruction. ED 107 153
A Study of the Degree to Which Seventh, Eighth, and Ninth Grade Students Have Obtained Minimum Mathematical Competencies and Skills as Recommended by the National Council of Teachers of Mathematics. ED 107 501//
Suggested Guidelines for Career Education Workshops. ED 106 607
Workshop in Community Leadership: Guidelines. ED 106 696
Year-round Education: A Workable Approach. ED 106 932

Guides

- 1975 Revised Guide to the Rural Development Act of 1972. 93d Congress, 2d Session, January 1, 1975. ED 107 441
The American Super-8 Revolution; Guide to Creative Filmmaking in the Classroom. ED 107 307
Decisions for Living: A Guide for Personal Planning. ED 106 618
Design for Field Testing of Mountain-Plains Curriculum. ED 106 452
Environmental Studies Program: A Manchester Watershed Training Project. ED 107 471
Evaluative Research in Corrections; A Practical Guide. ED 106 698
A Guide for Community School Advisory Councils. ED 106 926
How to Protect Your Rights in Television and Radio. ED 107 225//
Mountain-Plains Curriculum. ED 106 454
Mountain-Plains Master Course List. Curriculum Areas: Job Titles: Learning Activity Packages: Courses: Units. ED 106 453
Rescue Skills and Techniques. ED 106 488
School and Home Communication: A Guide for Parents and Teachers. ED 106 969
Television Basics for TV-ABE Institute. ED 106 470
The Video Primer; Equipment, Production and Concepts. ED 107 310//

Handicapped

- Federal Programs for Education of the Handicapped: Issues and Problems; Report to the Congress. ED 107 019
Vocational Assessment Systems: Application in Programs Serving Special Needs Populations. ED 106 654
Volunteers in Rehabilitation. Volumes 1-12. ED 106 668//

Handicapped Children

- The Administration of Service Delivery Programs in Special Education in Five Connecticut Towns: The Organization and Coordination of the Planning and Placement Team Process. ED 107 078
Administrators' Guide to Public School Programs for Handicapped Children. ED 107 069
Case Studies in Special Education: Cuba, Japan, Kenya, Sweden. ED 107 048//
Design for Competence Based Education in Special Education. ED 107 049//
Development and Implementation of Secondary Special Education Programs. ED 107 042
The Development of the Disability Opinion Surveys and the Social Distance Survey: Preliminary Report. ED 107 041
Drug and Health Mediagraphy II: Mental Health. ED 106 993
Drug and Health Mediagraphy: Personal Health. ED 106 992
The Educational Cooperative: Exceptional Children Activities. ED 107 036
Education for All Handicapped Children, 1973-74, Part 4. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare United States Senate, Ninety-Third Congress, Second Session on S. 6 to Provide Financial Assistance to the States for Improved Educational Services for Handicapped Children. (June 17 and 24, 1974). ED 107 060
Education of Handicapped Children; Status Report: School Year 1973-74 and Midyear 1974-75. ED 107 026
Federal Programs for Education of the Handicapped: Issues and Problems; Report to the Congress. ED 107 019
Financing Education Programs for Handicapped Children: Regional Conference Highlights. Report No. 50. ED 107 059
Five Years of Special Education and Psychiatry in Suburbia: A Review, Survey, and Critique. ED 107 070
Guidelines for the Training of Special Education Teachers: The Report of a Special Study Institute. ED 107 043
Indianapolis Public Schools: Special Education Comprehensive Plan. Volumes 1 and 2. ED 107 054
Indoor and Outdoor Space for Mentally and Physically Handicapped Children. Exchange Bibliography No. 503. ED 106 905
Las Palomitas Preschool for the Handicapped. Guide. ED 107 066
Mainstreaming: Teacher Training Workshops on Individualized Instruction. ED 107 091//
A Master Plan for the Education of the Disabled by Tokyo Metropolitan Government, 1974-75. ED 107 016
Mental Retardation and the Law: A Report on Status of Current Court Cases. ED 107 057
Mid-Atlantic Region Special Education Instructional Materials Center. Final Technical Report. ED 107 080
National Regional Resource Center of Pennsylvania. Final Technical Report.

- ED 107 079
Navajo Education Resource Center, Many Farms, Arizona. Final Technical Report, 1973-1974.
- ED 107 087
New England Special Education Instructional Materials Center. Final Technical Report.
- ED 107 082
Older and Handicapped Children Are Adoptable: The Spaulding Approach.
- ED 107 074
Planning and Programming for Handicapped Young Children; Tadsript 4.
- ED 107 021
A Primer on Due Process: Education Decisions for Handicapped Children.
- ED 107 090//
Principals and Teacher Consultants Can Be a Team. Final Report of an Institute.
- ED 107 032
A Program Project for the Investigation and Application of Procedures of Analysis and Modification of Behavior of Handicapped Children. Annual Report.
- ED 107 013
Psychological Consultation: Helping Teachers Meet Special Needs.
- ED 107 092//
The Quality of Special Education Teacher Training Programs: A Report to the Legislature in Response to Senate Resolution 1974-178.
- ED 107 014
The Resource Room: A Practical Approach to Providing Instruction for Mildly Handicapped Children.
- ED 107 044
A Sourcebook for the Evaluation of Instructional Materials and Media.
- ED 107 050
The Southwest Regional Resource Center; A Compilation in Retrospect. Final Technical Report.
- ED 107 085
Special Education, Competency, and the Problem of Administration.
- ED 107 073
University of Kansas Special Education Instructional Materials Center. Final Technical Report.
- ED 107 083
University of Southern California Instructional Materials Center for Special Education. Final Technical Report.
- ED 107 086
University of Texas Special Education Instructional Materials Center. Final Technical Report.
- ED 107 084
- Handicapped Students**
Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources. Bibliography Series No. 24. ED 106 521
Mainstreaming in Physical Education: A Positive Approach. ED 107 615
- Handwriting**
A Double X-Y Platform for Randsight-Type Instruments. ED 107 061
Resource Services: Preliminary Curriculum Guide for Reading, Mathematics, Spelling, Writing, and Perceptual Development. ED 107 025
- Handwriting Instruction**
The Effects of Tracing Prompts and Discrimination Training on Kindergarten Handwriting Performance. ED 106 864
- Handwriting Skills**
The Effects of Tracing Prompts and Discrimination Training on Kindergarten Handwriting Performance. ED 106 864
- Health**
A Description of the New York City Infant Day Care Study: Health, Nutrition and Physical Development. ED 107 363
Drug and Health Mediagraphy: Personal Health. ED 106 992
- Institute on Human Values in Medicine. Proceedings of the First Session, April 12-14, 1971. ED 107 537
Institute on Human Values in Medicine. Proceedings of the Second Session, April 26-28, 1972. ED 107 538
Institute on Human Values in Medicine. Third Proceedings, Southwest Regional Institute, October 17-19, 1973. ED 107 539
Nutrition and Health. ED 107 604
- Health Education**
Career Education: Geneva Area City Schools. [EMR Units: What Am I Like? and From the Ground to the Table]. ED 106 602
Career Education Program: Geneva Area City Schools. [Grade 6 Units: Food Production, Ecology, Mind and Body, and Food Services]. ED 106 600
Creative Teaching in Health. Second Edition. ED 107 618//
Health Maintenance Education and Services for Senior Adults: Program Resume: Project S.M.I.L.E. [Services to Maintain Independent Living for the Elderly]. ED 106 524
Principles and Practices of Occupational Safety and Health: Administrator's Manual. ED 106 639
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet One. ED 106 640
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Two. ED 106 641
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Three. ED 106 642
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Four. ED 106 643
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Five. ED 106 644
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Six. ED 106 645
Steps Toward Healthy Growth. Health Education Curriculum Guide; Grades 7-9. ED 107 663
Steps Towards Healthy Growth. Health Education Curriculum Guide; Grades 4-6. ED 107 664
Steps towards Healthy Growth. Health Education Curriculum Guide; Grades K-3. ED 107 669
Sudden Infant Death Syndrome (SIDS): The Quiet Killer. ED 107 497
- Health Occupations**
Career Education Program: Geneva Area City Schools. [Grade 3 Units: Money and Banking, Weather, The Hospital Emergency Room, and Let's Go to Town]. ED 106 597
Career Patterns of Unaccepted Applicants to Medical School: A Case Study in Reactions to a Blocked Career Pathway. ED 106 448
Exploring Careers in Health and Medicine. ED 106 587
The Supply of Health Manpower. 1970 Profiles and Projections to 1990. ED 107 177
- Health Occupations Education**
Agenda for Continuing Education: A Challenge to Health Care Institutions. ED 106 527//
Directory of Health Occupations Education Programs in Florida: 1974-75. ED 106 510
Is Your LPN Program Keeping P.A.C.E.? ED 107 334
Middle-Level Workers: Characteristics, Training and Utilization of Mental Health Associates. Community Mental Health Monograph Series No. 8. ED 106 647//
- Health Personnel**
Survey on Continuing Education Needs for Health Professionals: Report. ED 106 540
- Hearing Loss**
Hearing Levels of Youths 12-17 Years, United States. National Health Survey Series 11, No. 145. ED 107 024
- Helping Relationship**
Bibliotherapy: Trends in the United States. ED 107 284
- Higher Education**
Biennial Report. 1971-73 Biennium. ED 107 164
Career Age and Research-Professional Activities of Academic Scientists. ED 107 166
Career Development Opportunities for Native Americans. ED 107 424
College Enrollments and Projections in North Carolina, 1975-80. ED 107 196
College of Education Libraries and Higher Education. Selected Papers Delivered at DES/ATCDE/LA Joint Conference Held at the Windermere Hydro, Bowness-on-Windermere, Westmorland, 16th to 19th October 1973. ED 107 272
Comparability of Engineering Courses and Degrees: A Methodological Study. ED 107 515
The Continuing Education of Engineers. Proceedings of the FEANI-UNESCO Seminar (Helsinki, August 21-24, 1972). ED 107 516
Crucial Issues in Foreign Student Education. Report of the National Association for Foreign Student Affairs. ED 107 170
The Development, Field Testing and Evaluation of Three Hierarchies of Behaviorally Stated Objectives for the Chemistry Content of a Course of Instruction in Physical Science for Pre-Service Nursing Students. ED 107 450//
A Discussion of a Proposed System for Rewarding And Improving Instructional Effectiveness. ED 107 171
Economic and Social Coping Strategies of Foreign Students. Research Bulletin, Volume 15, No. 23. ED 107 198
Federal Funds for Research, Development, and Other Scientific Activities. Fiscal Years 1973, 1974, and 1975. Volume 23. ED 107 510
Federal Student Assistance: A Review of Title IV of the Higher Education Act. ED 107 179
Federal Student Loan Programs. Policy Analysis Service Reports. Vol. 1, No. 1. ED 107 189
Financing of Intercollegiate Athletics: Recommendations. ED 107 172
The Grade of Incomplete: A Brief Review and Comment. ED 107 184
Growth and Education: A Strategic Report to the Rockefeller Brothers Fund on the Implications of Growth Policy for Postsecondary Education. ED 107 165
Higher Education: The Law and Parameter for Action. Proceedings. ED 107 181
Illinois State Scholarship Commission Report. ED 107 173
The Impact of the Pratt Decision on Black Public Colleges: Florida's Commitment. ED 107 167
The Iowa-UPSTEP Model for Science Teacher Education. ED 107 511
La Reforme de l'enseignement superieur (Higher Education Reform). ED 107 094
Man and Women Graduate Students: The Question of Equal Opportunity. Final Report. ED 107 186

- Manual for Affirmative Action Program Development and Implementation in Higher Education Institutions. ED 107 193
- National Task Force on Student Aid Problems. Final Report. ED 107 199
- New Concepts of Student Access. Policy Analysis Service Reports. Vol. 1, No. 3. ED 107 190
- Nonresident Student Enrollment in State Institutions of Higher Education: An Overview. ED 107 183
- Notes on the Life of John Monteith, 1788-1868. ED 107 169
- Pennsylvania Higher Education Assistance Agency. Annual Report for 1973-74. ED 107 175
- Pennsylvania Higher Education Assistance Agency. Annual Report for 1972-73. ED 107 176
- The Perceived Role of Institutions of Higher Education in Serving the Aging. ED 107 180
- Policies of Senior Colleges and Universities Concerning Transfer Students From Two-Year Colleges in North Carolina, 1974. ED 107 174
- Post-Secondary Education Planning in Texas: Techniques for Policy Analysis. Number 8. ED 107 188
- Present State of Technological Innovation in Higher Education of Japan. ED 107 270
- A Proposed National Institute of Education Postsecondary Education Program. ED 107 197
- The Role of Research at the University of San Francisco: A Report to the President. ED 107 182
- The Second Annual Report of the Student Loan Marketing Association to the Congress of the United States. ED 107 185
- State Regulation of External Degree Programs. ED 107 192
- A Study of Tracking as a Multiple Option Approach in the Department of Natural Science at Michigan State University. ED 107 451//
- A Study on Personal Record Management. ED 106 679
- The Supply of Health Manpower. 1970 Profiles and Projections to 1990. ED 107 177
- Survey-71. A Follow-Up of '71 Fredonia Graduates. ED 107 187
- A Survey of State-Level Academic Program Review Policies and Procedures for Higher Education. Final Report. ED 107 163
- Toward Solving Transfer Problems in Southern Universities and Colleges. ED 107 195
- University External Studies Program. The Support System. ED 107 168
- Who Sank The Khaki Submarine At Stanford? A Study of Decision-Making At Stanford University. ED 107 191
- Women as Cadets: An Analysis of the Issue. ED 107 194
- Higher Education Act Title IV**
- Federal Student Loan Programs. Policy Analysis Service Reports. Vol. 1, No. 1. ED 107 189
- New Concepts of Student Access. Policy Analysis Service Reports. Vol. 1, No. 3. ED 107 190
- High School Curriculum**
- Career Development Guide: Grades 9-12. ED 106 637
- High School Design**
- A Media Facilities Model for a Proposed Large Suburban High School. ED 107 258
- High School Equivalency Programs**
- Adult High School Diploma Programs: An Emerging Alternative. ED 106 463
- High School Geography Project**
- Using Media to Stimulate Inquiry. Instructor's Guide and Participant's Manual. Teaching Procedures for the New Social Studies. ED 107 547
- High School Students**
- Aspirations, Expectations, and Attitudes of South Carolina High School Students. ED 107 406
- Changes in Educational Aspirations from Sophomore to Senior Year of a State-Wide Sample of South Carolina High School Students. ED 107 405
- Decisions for Living: A Guide for Personal Planning. ED 106 618
- Educational Goals of Northeast Alabama High School Seniors: An Historical Comparison. ED 107 386
- Historical Changes in Educational Aspirations of South Carolina High School Students, 1967-1973. ED 107 407
- Model For Implementation of School Follow-Up System. ED 106 478
- Optimal Pre-Competition Emotional Arousal of High School Football Players. ED 107 660
- Historical Reviews**
- Is Biology Destiny? A Defense? of Freud. ED 106 675
- History**
- A Legislative History of the National Institute of Education. ED 106 925
- Home Economics Skills**
- An Evaluation of Doris Katz' Home Economics 134. ED 107 718
- Home Programs**
- Assistance to Local Follow Through Programs. Annual Report. ED 107 349
- Mundelein-HICA Early Childhood Education Project. End-of-Project Summary. ED 107 365
- National Home Start Evaluation. Interim Report 4: Program Analysis. ED 107 379
- The National Home Start Evaluation. Interim Report 4: Summative Evaluation Results. ED 107 380
- Hospital Personnel**
- Agenda for Continuing Education: A Challenge to Health Care Institutions. ED 106 527//
- Housing Opportunities**
- The Federal Civil Rights Enforcement Effort-1974. Volume II: To Provide ... For Fair Housing. ED 107 755
- Human Dignity**
-Speak No Freewill (Piaget vs. Skinner). Developmental Program Report No. 38. ED 107 345
- Humanism**
- Humanism and Behaviorism in Physical Education; A Dialogue. ED 107 640
- Humanistic Education**
- Accountability and Serendipity. ED 107 584
- Affective Learning. ED 107 354
- Education for Student Concerns: Affective Education Research Project. ED 106 791
- The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. (Report of First Year of Program). ED 107 681
- The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program). ED 107 690
- Humanism and Behaviorism in Physical Education; A Dialogue. ED 107 640
- Philosophy of Glasser Questionnaire. ED 107 689//
- Polynomial Representation of Teacher Behavior. ED 106 718
- Psychological and Affective Education. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 20R. ED 106 748
- Humanization**
- Institute on Human Values in Medicine. Proceedings of the First Session, April 12-14, 1971. ED 107 537
- Institute on Human Values in Medicine. Proceedings of the Second Session, April 26-28, 1972. ED 107 538
- Institute on Human Values in Medicine. Third Proceedings, Southwest Regional Institute, October 17-19, 1973. ED 107 539
- Human Living**
- Alternative Pursuits for America's 3rd Century: A Resource Book on New Perceptions, Processes, and Programs-with Implications for the Prevention of Drug Abuse. ED 106 716
- Human Relations**
- Animal and Human Communication. ED 106 883
- Human Relations in the Classroom: An Annotated Bibliography. Supplement 4. ERIC-CUE Urban Disadvantaged Series, Number 41. ED 107 732
- A Study of Close Interpersonal Relationships. ED 106 889
- Human Services**
- The Health and Welfare Module: An Evaluation Report for the Occupational Exploration Program. ED 106 509
- Hyperactivity**
- Hyperactivity: A Selective Bibliography. Exceptional Child Bibliography Series No. 643. ED 106 995//
- Hypothesis Testing**
- The Use of Reliability Coefficient to Increase Accuracy of the Calculation of n in Power Formulas. ED 107 674
- Identification**
- Child Abuse: An Integration of the Research Related to Education of Children Handicapped as a Result of Child Abuse. Final Report. ED 107 056
- Insight Unlimited: Catch 'em Early; A Screening, Remediation, and Developmental Program for the Whole Child. ED 107 051
- Identification (Psychological)**
- Experimenter Effect in a Study of Racial Identification by Urban Kindergarten Children. ED 107 376
- Illinois**
- Illinois State Scholarship Commission Report. ED 107 173
- Law, Finance, and the Teacher in Illinois-A Handbook for Teachers, Administrators, and School Board Members. Second Edition. ED 106 931//
- Special Education: Needs--Costs--Methods of Financing. A Report of a Study. ED 106 985
- Illinois Library and Information Network**
- A Mathematical Model of the Illinois Interlibrary Loan Network: Project Report Number 2. ED 107 287
- Immigrants**
- Physical Mastery of the English Language: The First Step in Teaching the Immigrant Conversational English. ED 106 792
- Racism and the Mass Media. ED 106 879//

Incentive Systems

Incentive Motivation Techniques Evaluation in Air Force Technical Training. Final Report for Period June 1971-April 1974.

ED 106 467

Incidence

Hearing Levels of Youths 12-17 Years, United States. National Health Survey Series 11, No. 145.

ED 107 024

Reported Emotional/Behavioral Problems Among Hearing Impaired Children in Special Educational Programs: United States, 1972-73. (Series R, No. 1).

ED 107 037

Income

Citizens' Handbook on Washington Public School Administration and Finance. Revised.

ED 106 910

Expenditures and Revenues for Public Elementary and Secondary Education, 1972-73.

ED 106 911

Independent Reading

McGraw-Hill Programmed Reading Evaluation.

ED 106 805

Independent Study

Independent Study of Critical Languages in Undergraduate Colleges.

ED 107 096

Self-Instructional Language Programs. A Handbook for Faculty and Students. Occasional Publication No. 20.

ED 107 098

University External Studies Program. The Support System.

ED 107 168

Using the Morgan Library; a Tour and Exercise.

ED 107 265

Indexes (Locaters)

An Experiment in the Batch Processing of Retrospective Searches.

ED 107 289//

Fine Arts: A Bibliographic Guide to Basic Reference Works, Histories, and Handbooks.

ED 107 306//

A Library User's Guide to ERIC.

ED 107 311

Master Index for Elementary Awareness Guides.

ED 106 609

Mountain-Plains Curriculum.

ED 106 454

Mountain-Plains Master Course List. Curriculum Areas: Job Titles: Learning Activity Packages: Courses: Units.

ED 106 453

Subject Classification.

ED 107 273

Indexing

Organization of a Retrospective Document Retrieval System Based on Fragments.

ED 107 207

Subject Classification.

ED 107 273

Index Of Adjustment And Values

A System for Assessing Affectivity.

ED 106 710//

India

Innovation in Management of Primary School Construction--A Case Study. Educational Building Report 3.

ED 106 948

Indiana

A Survey of Responsibilities of Indiana Public High School Audiovisual Personnel.

ED 107 203

Indianapolis

Indianapolis Public Schools: Special Education Comprehensive Plan. Volumes 1 and 2.

ED 107 054

Indian Education Act of 1972

The Indian Education Act of 1972. Report of Progress for the First Year of the Program.

ED 107 439//

Individual Characteristics

Birth Order and Preference for Dangerous Sports Among Males.

ED 107 628

Personal Causation Training and Goal Setting in Seventh Grade.

ED 106 725

Individual Development

Sex Differences in the Development of the Motive to Avoid Success, Sex Role Identity, and Performance in Competitive and Non-Competitive Conditions.

ED 106 688

Individual Differences

The Importance of Individual Differences.

ED 106 721

Individual Differences in Cognitive Style and The Guidance Variable in Instruction.

ED 106 705

Task Goal Attributes, n Achievement, and Supervisory Performance. Technical Report No. 30.

ED 106 499

Individualized Curriculum

Student Social and Achievement Patterns as Related to Secondary School Organizational Structures. The Individualized System. H.S.I Studies.

ED 106 899//

Individualized Instruction

An Analysis and Evaluation of an Audio-Tutorial Approach in the Biology Laboratory at the University Community and Technical College, the University of Toledo.

ED 107 458//

Assessment of a Self-Instructional Conversion Model for Elementary Schools. Final Report.

ED 107 245

A Comparison of the Audio-Tutorial Method with the Lecture-Demonstration Method for Producing Student Achievement in College Level Physical Science Survey Classes Covering Physics and Astronomy.

ED 107 322//

Curriculum Designed for Urban Education--Cognitive Style Mapping of Students.

ED 107 743

Evaluation of the Community Experiences for Career Education Program.

ED 107 719

Individualization in the Content Areas: Individualized Inservice Packet Number VIII. Teaching Teen Reading Series.

ED 106 760

Individualized Instruction: An Eclectic Method.

ED 106 443

Individualized Instruction in Occupational Education (The Sanford Project).

ED 106 651

Individualy Guided Education--Multi-School Component (IGE/MUS-E) in New Jersey 1973-1974: Evaluation Report.

ED 107 673

Mainstreaming: Teacher Training Workshops on Individualized Instruction.

ED 107 091//

A New Commitment to Instructional Technology.

ED 107 299

Organization and Curriculum: Project LEM.

ED 106 901

Perimeter. A Mathematics Instructional Module.

ED 107 493//

Pertinent Data Bulletin 1974-1975; Individually Guided Education/Multi-Unit Schools.

ED 106 624

Project Aloha. Annual Evaluation Report.

ED 106 821

Rationalizing Individualized Instruction.

ED 107 153

Self-Pacing in Reading and Writing Programs: What Does the Future Hold?

ED 106 773

Some CMI Design Considerations to Meet the Requirements of Individually Guided Education.

ED 107 219

The Structure and Management of Individualized Instruction.

ED 107 220

Topical Modules in Secondary Mathematics. Final Project Report.

ED 107 478//

Individualized Programs

Individualized Instruction in Occupational Education (The Sanford Project).

ED 106 651

Pertinent Data Bulletin 1974-1975; Individually Guided Education/Multi-Unit Schools.

ED 107 624

Individualized Reading

The Assessment of Print Materials: Individualized Inservice Packet Number 1. Teaching Teen Reading Series.

ED 106 753

Communication Classes for Secondary School Pupils.

ED 106 844

A Demonstration Project for Target Area Children.

ED 106 843

Early Reading Success Program.

ED 106 832

[Framingham Public Schools Reading Program.]

ED 106 848

[Individualized Reading and Social Science Program.]

ED 106 802

Individualized Reading and You.

ED 106 776

Individualizing Instruction: Placing Learning Ahead of Teaching.

ED 106 813

Matteson Four-Dimensional Reading Project.

ED 106 795

The Parkrose Heights and Fremont Junior High Reading Program.

ED 106 839

PRIMIR (Primary Individualized Reading).

ED 106 819

Project Successful Beginning.

ED 106 786

Success through Identification and Curriculum Change.

ED 106 787

Individually Guided Education

Individually Guided Education--Multi-School Component (IGE/MUS-E) in New Jersey 1973-1974: Evaluation Report.

ED 107 673

Individual Needs

Explorations in Self-Help and Mutual Aid. Proceedings of the Self-Help Exploratory Workshop Held June 9-12, 1974, Chicago, Illinois under the auspices of the W. Clement & Jessie V. Stone Foundation.

ED 106 709

Individual Reading

[Weldon Elementary School Reading Program.]

ED 106 818

Indonesian Languages

Needed Materials for Instruction in Languages of Southeast Asia.

ED 107 129

Industrial Arts

Career Education Instructional Guide.

ED 106 501

Industrial Ecology Instructional Guide for the Industrial Arts Teacher.

ED 106 465

Practical Guide to Industrial Arts Education.

ED 106 475//

Industrial Education

A Comprehensive, Informational, Instructional Guide for the Implementation of Manufacturing in the Public School.

ED 106 466

Industrial Personnel

Job Specialization, Work Values and Worker Dissatisfaction. Technical Report No. 29.

ED 106 495

Profile of a Rural Area Work Force: The Wyoming Uranium Industry.

ED 107 410

Industrial Training

Principles and Practices of Occupational Safety and Health: Administrator's Manual.

ED 106 639

Principles and Practices of Occupational Safety and Health: Student Manual: Booklet One.

ED 106 640

Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Two.

ED 106 641

Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Three.

ED 106 642

- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Four. ED 106 643
 Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Five. ED 106 644
 Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Six. ED 106 645

Industry

- Budgeting for Libraries. ED 107 304
 Impact of Job Development on Poverty in Four Developing Areas, 1970. Agricultural Economic Report No. 225. ED 107 408
 Industrial Invasion of Nonmetropolitan America. A Quarter Century of Experience. ED 107 409

Infancy

- The Acquisition of Sign Language in Deaf Children of Deaf Parents: Progress Report. Research Report No. 65. ED 107 001
 The Infant Development Center. ED 107 017

Infant Mortality

- Sudden Infant Death Syndrome (SIDS): The Quiet Killer. ED 107 497

Infants

- Assessment of Children's Psychological Development and Data Analytic Framework in New York City Infant Day Care Study. ED 107 362
 A Description of the New York City Infant Day Care Study: Health, Nutrition and Physical Development. ED 107 363
 A Description of the New York City Infant Day Care Study: Infant Day Care Family Research. ED 107 364
 Early Home Environment and Changes in Mental Test Performance in Children from 6 to 36 Months. ED 107 728
 The New York City Infant Day Care Study Design. ED 107 360
 Observing and Assessing Infant Day Care Environment. ED 107 361
 Sudden Infant Death Syndrome (SIDS): The Quiet Killer. ED 107 497

Information Centers

- ERIC Newsletters: Their Content, Uses and Users. ED 107 234//
 An Evaluation of the El Centro de la Causa Library and Information Center: August 1973 through July 1974. Final Report. ED 107 291

Information Dissemination

- A Concept Paper for the School Practice and Service Program. ED 106 936
 The Design of a Future-Oriented Sensing System for the Identification, Production, and Dissemination of National Educational Information Needs. ED 107 240
 Educational Programs That Work. A Catalogue of Demonstration Sites of Successful Educational Programs Developed through the New Jersey Elementary and Secondary Education Act, Title III Program. 1974-75 Edition. ED 107 671
 ERIC Newsletters: Their Content, Uses and Users. ED 107 234//
 ESEA, Title III Dissemination Program Evaluation Report, 1972-73, 1973-74. Sections I and II. ED 107 655
 The Southwest Regional Resource Center; A Compilation in Retrospect. Final Technical Report. ED 107 085
 State Education Agencies and the National Institute of Education. ED 107 305

A Strategy for Disseminating Elementary Science Curricula.

- ED 107 488
 University of Kansas Special Education Instructional Materials Center. Final Technical Report. ED 107 083
 University of Southern California Instructional Materials Center for Special Education. Final Technical Report. ED 107 086

Information Needs

- ARC; Alaska's Resources Challenge. An Attack on Poverty through Knowledge; A Proposal to Demonstrate the Effectiveness of Community Information Aides. ED 107 295
 The Design of a Future-Oriented Sensing System for the Identification, Production, and Dissemination of National Educational Information Needs. ED 107 240
 Optimum Degree of User Participation in SDI Profile Generation. ED 107 290//
 Urban Information Needs: A Replication. A Report of the Syracuse/Elmira Study. ED 107 285

Information Networks

- Library Information Network Experiment with ATS-F Satellite Telecommunications. ED 107 255
 Title I Migrant Education Program. Education Briefing Paper. ED 107 413
 Toward a National Program for Library and Information Services: Goals for Action. ED 107 312

Information Processing

- Applications of Minicomputers to Library and Related Problems. Papers Presented at the 1974 Clinic on Library Applications of Data Processing, April 28-May 1, 1974. ED 107 261//
 CAA: Computer Assisted Athletics. ED 107 231
 Detecting Syntactic Ambiguity: Three Augmented Transition Network Techniques. ED 107 151
 Report of the Conference on Visual Information Processing Research and Technology (Columbia, Maryland, June 10-21, 1974). ED 106 752
 Visual and Auditory Information Processing in Flying Skill Acquisition. Final Report for Period July 1973 through June 1974. ED 107 246
 Will Microfilm and Computers Replace Clippings? ED 107 274

Information Retrieval

- An Experiment in the Batch Processing of Retrospective Searches. ED 107 289//
 Library Files; Open or Closed to Readers? ED 107 276
 Optimum Degree of User Participation in SDI Profile Generation. ED 107 290//
 Organization of a Retrospective Document Retrieval System Based on Fragments. ED 107 207
 SDI Investigation, 1967-1969. Volumes 1-5. ED 107 264//
 Will Microfilm and Computers Replace Clippings? ED 107 274

Information Science

- Semiotic Foundations of Information Science. Progress Report Number 1. ED 107 229
 Short Course Assessment and Evaluation in the Library/Information Field. Aslib Occasional Publication No. 15. ED 107 271//

Information Seeking

- Visual and Auditory Information Processing in Flying Skill Acquisition. Final Report for Period July 1973 through June 1974. ED 107 246

Information Services

- ARC; Alaska's Resources Challenge. An Attack on Poverty through Knowledge; A Proposal to Demonstrate the Effectiveness of Community Information Aides. ED 107 295
 Information Service. ED 107 277
 Rural Development: Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1971. A Report to the Congress. ED 107 433
 Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1972. Third Annual Report to the Congress. ED 107 434
 Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1973. Fourth Annual Report to the Congress. ED 107 435
 SDI Investigation, 1967-1969. Volumes 1-5. ED 107 264//
 Student Media Center Manual. ED 107 221
 Urban Information Needs: A Replication. A Report of the Syracuse/Elmira Study. ED 107 285

Information Sources

- Communication Networks in the Designing and Starting of New Schools. ED 106 972
 Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources. Bibliography Series No. 24. ED 106 521
 Guidance, Counseling, Placement, and Follow Through Systems: Information Sources. ED 106 522
 Inside the FCC: A Guide for Information Seekers. ED 107 232
 Map Resources in San Francisco. ED 107 236
 Source of Preparatory Orientation of High School Students in Northeastern Indiana to Issues Involved in Marriage and Family Living. ED 107 575
 State Administration of Vocational Education: Information Sources. Bibliography Series No. 21. ED 106 519
 Suggested Resource and Instructional Materials for Obtaining Information About Careers. Bulletin No. 42-974. ED 106 653

Information Storage

- Organization of a Retrospective Document Retrieval System Based on Fragments. ED 107 207

Information Systems

- CAA: Computer Assisted Athletics. ED 107 231
 Career Decision-Making Program: Interim Product Report. ED 106 563
 Current and Retrospective Sources of Machine Readable Monograph Cataloging Records; A Study of Their Potential Cost and Utility in Automated System Development at the University of Minnesota. ED 107 280
 The Design of a Future-Oriented Sensing System for the Identification, Production, and Dissemination of National Educational Information Needs. ED 107 240
 Discovery; New Worlds of Educational Data Systems. AEDS Proceedings, Virginia Beach, Virginia, April 29 through May 2, 1975. ED 107 237
 Integrated Drug Abuse Management Information System Briefing Report. National Clearinghouse for Drug Abuse Information Report Series 32, Number 1. ED 106 713
 Northeast Academic Science Information Center (NASIC) Year 2 Report, March 1974 through February 1975. ED 107 211
 Planning for Library Automation in the United States. ED 107 230

- State Education Agencies and the National Institute of Education. ED 107 305
- Toward a National Program for Library and Information Services: Goals for Action. ED 107 312
- Information Theory**
Semiotic Foundations of Information Science. Progress Report Number 1. ED 107 229
- Information Utilization**
ERIC Newsletters: Their Content, Uses and Users. ED 107 234//
Optimum Degree of User Participation in SDI Profile Generation. ED 107 290//
Report of the Conference on Engineering Information in Developing Countries, April 22 through 26, 1974, Cairo, Egypt. ED 107 248
- Inhibition**
Reactive and Reciprocal Inhibition Therapies in the Group Treatment of Test Anxiety. ED 106 703
- Inner City**
Improving Practices in Inner-City Schools: Two Contributions. ED 107 746
Inner-City Schools and the Beginning Teacher: A Dialogue. ED 107 738
- Innovation**
Present State of Technological Innovation in Higher Education of Japan. ED 107 270
- Input Output Analysis**
Dynamic Systems and Static Goals: An Educational Dilemma. ED 106 897
Equality of Educational Opportunity Quantified: A Production Function Approach. ED 107 736
- Inquiry Training**
Cross-Cultural Inquiry: Value Clarification Exercises. A Center for Latin American Studies Curriculum Report. ED 107 536
Using Media to Stimulate Inquiry. Instructor's Guide and Participant's Manual. Teaching Procedures for the New Social Studies. ED 107 547
- Inservice Education**
The Continuing Education of Engineers. Proceedings of the FEANI-UNESCO Seminar (Helsinki, August 21-24, 1972). ED 107 516
- Inservice Programs**
The Development of the Undergraduate Paraprofessional: Selection, Training and Supervision. ED 106 736
The University as the Administrative Unit for Arranging Inservice Work Experiences of Occupational Education Teachers. Final Report. ED 106 457
- Inservice Teacher Education**
The Assessment of Print Materials: Individualized Inservice Packet Number I. Teaching Teen Reading Series. ED 106 753
The Assessment of Student Groups: Individualized Inservice Packet Number II. Teaching Teen Reading Series. ED 106 754
Career Education: The Need and an Approach Toward Implementation. ED 106 652
Exploring Teachers' Centers. ED 107 601
Individualization in the Content Areas: Individualized Inservice Packet Number VIII. Teaching Teen Reading Series. ED 106 760
Interpretive Comprehension in the Content Areas: Individualized Inservice Packet Number IV. Teaching Teen Reading Series. ED 106 756
Literal Comprehension in the Content Areas: Individualized Inservice Packet Number III. Teaching Teen Reading Series. ED 106 755
- Ohio Career Development Program Inservice Procedures Manual. Final Draft. ED 106 560
- Principals and Teacher Consultants Can Be a Team. Final Report of an Institute. ED 107 032
- The Reading Emphasis Program. ED 106 840
- Resource Bibliography in Career Education: Annotated Bibliography of Locally Produced Curriculum and Instructional Materials. ED 106 564
- The Sequence of the Reading Lesson: Individualized Inservice Packet Number VII. Teaching Teen Reading Series. ED 106 759
- [Southampton County Coordinated Reading Improvement Program.] ED 106 816
- Suggested Guidelines for Career Education Workshops. ED 106 607
- Thirteen Alternative Learning Environments That Can Be Used to Evaluate the Impact of Teacher Inservice Workshops on Documented Learner Benefits. ED 107 648
- The Uses of Reading and Study Skills: Individualized Inservice Packet Number IX. Teaching Teen Reading Series. ED 106 761
- Vocabulary Development in the Content Areas through Word Recognition Skills: Individualized Inservice Packet Number V. Teaching Teen Reading Series. ED 106 757
- Vocabulary Development in the Content Areas through Word Meaning: Individualized Inservice Packet Number VI. Teaching Teen Reading Series. ED 106 758
- Writing Performance/Behavioral Objectives After Teaching with Them. ED 107 641
- INSPEC**
An Experiment in the Batch Processing of Retrospective Searches. ED 107 289//
- Instant Analysis**
Audience Response to Speech Analysis Following Televised Political Messages. ED 106 890
- Institutes (Training Programs)**
Final Evaluation of Region II Institute for the Training of Teachers of English as a Second Language (ESL). ED 106 442
Writing Performance/Behavioral Objectives After Teaching with Them. ED 107 641
- Institutional Administration**
Evaluative Research in Corrections: A Practical Guide. ED 106 698
- Institutional Facilities**
Museums USA: Art, History, Science, and Other Museums. ED 107 581
- Institutionalized (Persons)**
The Hearing Impaired Mentally/Retarded: A Survey of State Institutions for the Retarded. Monograph No. 4. ED 106 994
- Institutional Personnel**
The Role of the Institutional School Representative: Massachusetts State Department of Education. ED 106 982
- Institutional Research**
Assessing Impact of Institutional Studies. ED 107 202
Labor Market Identification Model: Procedure in Labor Market Planning for Vocational Education Programs of Columbia Junior College. ED 107 338
- Institutional Role**
The Recruitment, Channeling, and Placement of Chicano Teachers. ED 107 430
- Institution Libraries**
The Mentally Retarded Enjoy Libraries Too. ED 107 293
- Instruction**
The Acquisition of Nonverbal Behaviors by Preservice Science Teachers and Their Application During Student Teaching. ED 107 457//
Adoption of the Metric System by Consumers: A Program for New York State Cooperative Extension. ED 107 533
An Analysis and Evaluation of an Audio-Tutorial Approach in the Biology Laboratory at the University Community and Technical College, the University of Toledo. ED 107 458//
Case Studies of a Teaching Model: Teaching Through Games. ED 107 504//
A Comparison of Lab Method Films with Traditional Instruction in the Introductory Physics Laboratory. ED 107 455//
On the Determinants of Student Performance in a Verified Instructional Program. ED 106 662
Diversity of Approaches to Problems by Students Enrolled in a Non-Calculus College Physics Course. ED 107 454//
The Effectiveness of a Comparative Advance Organizer in the Learning and Retention of Metric System Concepts. ED 107 487
Effectiveness of Teaching Electricity to High School Students by Varied Class Time Sequences and Teaching Materials. ED 107 448//
Effects of Explanatory Versus Non-Explanatory Feedback on a Basic Electricity Program Used in the Tenth Grade. ED 107 447//
The Effects of Two Differing Questioning Strategies on the Achievement and Attitudes of Elementary Pupils. ED 107 491
The Efficacy of Advance Organizers and Behavioral Objectives for Improving Achievement in Physics. ED 107 452//
The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 1 of 2 Parts). ED 107 525
The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 2 of 2 Parts). ED 107 526
Flowcharting. A Beginning Mathematics Unit. ED 107 492//
Formative Evaluation in an Audio-Tutorial Physics Course with Emphasis on Intuitive and Analytic Problem Solving Approaches. ED 107 464//
Micro-Analytical Procedures and the Multidimensional Treatment of Classroom Interaction in Science Teaching. ED 107 463//
Prediction of Error and Error Type in Computation of Sixth Grade Mathematics Students. ED 107 506//
A Response to the Perceptive Eisner. ED 107 556
- Instructional Aids**
Handbook of Career Information Resources. ED 106 622
The Videotape As a Teaching Aid in State and Local Government. ED 107 589
- Instructional Design**
Designing Slide/Tape Self-Instruction; A Focus and Design Session. ED 107 302
Instructional Development for the Florida PLATO Project: Process and Evaluation. ED 107 242
Some CMI Design Considerations to Meet the Requirements of Individually Guided Education. ED 107 219

Instructional Films

A Comparison of Lab Method Films with Traditional Instruction in the Introductory Physics Laboratory.

ED 107 455//

Media: An Annotated Catalogue of Law-Related Audio-Visual Materials. Working Notes No. 8.

ED 107 553

Instructional Improvement

The Effects of Pacing and Mode of Adjunct Questions on Short and Long Term Retention of Written Materials.

ED 107 731

An Evaluation of Doris Katz' Home Economics 134.

ED 107 718

Instructional Innovation

Educational Broadcasts of NHK. Special Issue of NHK Today and Tomorrow.

ED 107 247

Innovations in Classroom Organization.

ED 106 895

A New Commitment to Instructional Technology.

ED 107 299

Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12.

ED 107 100

Instructional Materials

Assessment of a Self-Instructional Conversion Model for Elementary Schools. Final Report.

ED 107 245

Audiovisual Fundamentals; Basic Equipment Operation and Simple Materials Production.

ED 107 250//

Career Education Curriculum Materials: (Georgia, Mississippi, South Carolina, North Carolina).

ED 106 608

Career Education Instructional Guide.

ED 106 501

Career Guidance Materials: Implications for Women's Career Development. Research and Development Series No. 97.

ED 106 542

Career Orientation: Grade 7 and 8: A Unified Approach: Science Careers. Activity Manual.

ED 106 573

Computer Graphics for Learning Mathematics (NSF College Teacher Workshop, Carleton College, Northfield, Minnesota, 1974).

ED 107 494//

Design for Field Testing of Mountain-Plains Curriculum.

ED 106 452

Drug and Health Mediagraphy II: Mental Health.

ED 106 993

Drug and Health Mediagraphy: Personal Health.

ED 106 992

Exploring Business Careers: Grade 9. Bulletin No. 265.

ED 106 515

Exploring Your Sense of Smell. Science Study Aid No. 10.

ED 107 513

Initial Field Test and Feasibility Study of the Hypothesis/Test Word Recognition Procedures in the Special Education Classroom. Research Report No. 74.

ED 107 008

Integrating Affective Learning in the Classroom: A Heuristic Approach.

ED 106 683

Measurement of Weight Unit: A Formative Evaluation. Research Report No. 77.

ED 107 010

Meek Et. Al. v. Pittenger, Secretary of Education, Et. Al. Supreme Court of the United States. Appeal from the United States District Court for the Eastern District of Pennsylvania, No. 73-1765. Argued February 19, 1975-Decided May 19, 1975.

ED 106 935

Modifying English as a Second Language Materials (for Instructing ABE Students).

ED 107 159

Needed Materials for Instruction in Languages of Southeast Asia.

ED 107 129

Observation Procedures for Classroom Tryout of Instructional Materials and Procedures.

A Perspective on Improving the Effectiveness of Curriculum Materials.

ED 107 218

Prolegomena to the Language Syllabus.

ED 107 121

The Resource Room: A Practical Approach to Providing Instruction for Mildly Handicapped Children.

ED 107 044

Reviewing Curriculum for Sexism.

ED 106 880

A Selected List of Instructional Materials for English as a Second Language: College Level. CAL-ERIC/CLL Series on Languages and Linguistics, No. 27.

ED 107 158

A Sourcebook for the Evaluation of Instructional Materials and Media.

ED 107 050

Storekeeper 1 and C: Rate Training Manual. Revised.

ED 106 511

Summative Evaluation of the Measurement of Length Unit of the Money, Measurement and Time Program. Research Report No. 71.

ED 107 005

Summative Evaluation of the Measurement of Weight Unit of the Money, Measurement and Time Program. Research Report No. 72.

ED 107 006

Summative Evaluation of the Money Unit of the Money, Measurement and Time Program. Research Report No. 70.

ED 107 004

Summative Evaluation of the Time with the Clock Unit of the Money, Measurement and Time Program. Research Report No. 73.

ED 107 007

Teaching English to Speakers of Other Languages: A Selected Bibliography.

ED 106 480

University of Minnesota Foreign Language Curriculum Units.

ED 107 127

Instructional Materials Centers

Developing a Successful Elementary School Media Center.

ED 107 301//

Learning Center Guide; Helene Fuld School of Nursing.

ED 107 233

Learning Materials and Services at the University of North Carolina at Charlotte.

ED 107 260

Media Center Facility Design for Maryland Schools.

ED 107 297

A Media Facilities Model for a Proposed Large Suburban High School.

ED 107 258

Mid-Atlantic Region Special Education Instructional Materials Center. Final Technical Report.

ED 107 080

Midwest Regional Media Center for the Deaf. Final Technical Report.

ED 107 081

National Regional Resource Center of Pennsylvania. Final Technical Report.

ED 107 079

New England Special Education Instructional Materials Center. Final Technical Report.

ED 107 082

Student Media Center Manual.

ED 107 221

University of Kansas Special Education Instructional Materials Center. Final Technical Report.

ED 107 083

University of Southern California Instructional Materials Center for Special Education. Final Technical Report.

ED 107 086

University of Texas Special Education Instructional Materials Center. Final Technical Report.

ED 107 084

Instructional Media

The American Super-8 Revolution; Guide to Creative Filmmaking in the Classroom.

ED 107 307

Audiovisual Fundamentals; Basic Equipment Operation and Simple Materials Production.

ED 107 250//

Current Status of the Physics Computer Development Project.

ED 107 201

Developing a Successful Elementary School Media Center.

ED 107 301//

Interactive Classroom TV System for the Handicapped.

ED 107 062

A Perspective on Improving the Effectiveness of Curriculum Materials.

ED 107 218

A Sourcebook for the Evaluation of Instructional Materials and Media.

ED 107 050

Instructional Programs

The Development and Evaluation of Designing Instructional Programs Unit. Far West Series in Instructional Planning.

ED 106 974

Wrestling: Physical Education Secondary Schools.

ED 107 609

Instructional Systems

The Design of a Ph.D. Program in Instructional Systems.

ED 107 253

SOPHIE: A Sophisticated Instructional Environment. Final Report for Period January 1974 through June 1974.

ED 107 298

The Structure and Management of Individualized Instruction.

ED 107 220

Instructional Technology

A New Commitment to Instructional Technology.

ED 107 299

Instrumentation

The Importance of Assessment Instrument Development.

ED 107 729

Insurance Occupations

Insurance: An Evaluation Report for the Occupational Exploration Program.

ED 106 508

Integrated Activities

Career Investigation: Middle Schools. Bulletin No. 735.

ED 106 558

Integrated Drug Abuse Management Information System Briefing Report. National Clearinghouse for Drug Abuse Information Report Series 32, Number 1.

ED 106 713

A Study of the Relationship Between Quantitative Methods and Achievement in High School and College Science Courses.

ED 107 485

Toward an Integrated Elementary School Curriculum through Career Awareness Activities.

ED 106 712

Integration Plans

The Impact of the Pratt Decision on Black Public Colleges: Florida's Commitment.

ED 107 167

Intellectual Achievement Responsibility**Scale**

Internal vs. External Determinants of Children's Perceptions of the Causes for Their Behavior.

ED 106 724

Intellectual Development

A Longitudinal Study of Selected Cognitive and Non-Cognitive Student Outcomes From Grade 5 to Grade 9.

ED 106 700

Scholastic Learning Problems of Skolt Lapp Children: Intellectual and Motivational Readiness, School Achievement and Official Plans for Schooling.

ED 107 382

Intelligence

Early Home Environment and Changes in Mental Test Performance in Children from 6 to 36 Months.

ED 107 728

Intelligence Differences

The Importance of Individual Differences.

ED 106 721

Intelligence Level

- Post Secondary Programs for the Deaf: IV. Empirical Data Analysis. Research Report No. 75.
ED 107 009

Interaction

- An Investigation of the Effects of a Graduate Course on the Modification of Teacher Behavior.
ED 107 646
- Praise and Criticism--A Sticky Issue.
ED 107 649
- Rural Renaissance--A Perspective and a Process.
ED 107 390
- Television Watching and Family Tension.
ED 107 249

Interaction Process Analysis

- Effect of Parent Involvement in an Early Intervention Program Upon Environmental Process Variables Related to Achievement.
ED 107 373
- Effects of Training in Interpersonal Skills: Research Summary. National Consortium for Humanizing Education Interim Report No. 4.
ED 106 733
- An Investigation of the Cognitive and Affective Verbal Behavior of Selected Groups of Physical Science Teachers.
ED 107 456//
- Micro-Analytical Procedures and the Multidimensional Treatment of Classroom Interaction in Science Teaching.
ED 107 463//
- Praise and Criticism--A Sticky Issue.
ED 107 649
- Response Surface Analysis. National Consortium for Humanizing Education, Interim Report No. 3.
ED 106 732

Interagency Cooperation

- Thrust for Relevance: Report of the Statewide Study on Adult and Continuing Education.
ED 106 500

Interagency Coordination

- Design for a Performance Based Adult Education Community Coordinating Agency.
ED 106 490
- Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Adolescence. Second Annual Report.
ED 107 351
- Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Early Childhood. Fourth Annual Report.
ED 107 352

Interagency Planning

- Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Early Childhood. Fourth Annual Report.
ED 107 352

Inter American Series

- Technical Report: Tests of General Ability and Tests of Reading, Inter-American Series, Forms CE, DE, CE, DEs.
ED 107 133//

Interdisciplinary Approach

- Impacts on an Educational Researcher.
ED 107 680
- Impacts on an Educationist/Administrator.
ED 107 679
- Impacts on an Intellectual Historian.
ED 107 678
- Impacts on a Social Psychologist-Consultant.
ED 107 677
- Institute on Human Values in Medicine. Reports of the Institute Fellows. 1973-74.
ED 107 540
- Institute on Human Values in Medicine. Human Values Teaching Programs for Health Professionals.
ED 107 541
- Language and International Studies: The Rhetoric of Friction.
ED 107 568
- Man and Environment.
ED 107 484
- Some Impacts of the Evaluation of an Experimental International Studies Curriculum on the

- Members of an Interdisciplinary Evaluation Team.
ED 107 676

Interest Scales

- Career Clusters: What They Are and How to Use Them: Counselor Guide.
ED 106 616
- Cluster Interest Inventory.
ED 106 617

Interest Tests

- New Jersey Career Guidance Guide: Report of New Jersey Career Guidance Conferences, 1973-74.
ED 106 625
- Prediction of Grades and Satisfaction Using the Strong Vocational Interest Blank.
ED 107 708//

Interference (Language Learning)

- Major Problems of Dari Speakers in Mastering Pashto Morphology.
ED 107 162

Intergroup Relations

- The Chicano and the Meaning of Mexico.
ED 107 391

Interinstitutional Cooperation

- Exploring Teachers' Centers.
ED 107 601

Interior Space

- Indoor-Outdoor Space; the Transitional Areas and Their Effect on Human Behavior. Exchange Bibliography No. 517.
ED 106 907

Interjections (Grammar)

- A Study in the Relationships of "Oh," "Ah," "Say," and "Well" to Numerous Grammatical Phenomena. University of Michigan Papers in Linguistics.
ED 107 106

Interlake

- Benefits and Costs of Manpower Services in the Interlake Rural Development Area. Research Bulletin No. 72-1.
ED 107 395

Interlibrary Loans

- A Mathematical Model of the Illinois Interlibrary Loan Network: Project Report Number 2.
ED 107 287

Intermediate Grades

- Pennsylvania Educational Quality Assessment Attitude Toward School Instrument.
ED 107 683//
- School Attitude Scale (Grades 4-6).
ED 107 684//
- Steps Towards Healthy Growth. Health Education Curriculum Guide; Grades 4-6.
ED 107 664

International Education

- For a Community Policy on Education. Bulletin of the European Communities, Supplement 10/73.
ED 107 543//
- Comparability of Engineering Courses and Degrees: A Methodological Study.
ED 107 515
- Council of Europe News-Letter 5/74.
ED 107 486
- Educational Broadcasts of NHK. Special Issue of NHK Today and Tomorrow.
ED 107 247
- Education in the European Community (Communication from the Commission to the Council, March 11, 1974). Bulletin of the European Communities Supplement 3/74.
ED 107 544//
- The IEA Science Project: Science Achievement in Three Countries--Australia, the Federal Republic of Germany and the United States.
ED 107 532//
- International Learning and International Education in a Global Age. Bulletin 47.
ED 107 566
- Language and International Studies. Georgetown University Round Table on Languages and Linguistics 1973.
ED 107 109//

International Programs

- FFA International Programs.

International Studies

- International Learning and International Education in a Global Age. Bulletin 47.
ED 107 566
- Language and International Studies: The Rhetoric of Friction.
ED 107 568

Interpersonal Competence

- Effects of Training in Interpersonal Skills: Research Summary. National Consortium for Humanizing Education Interim Report No. 4.
ED 106 733
- Expertness, Type of Appeal, and Influence in Counseling. Research Bulletin Volume 15, Number 3.
ED 107 717
- Interpersonal Adjustment and Family Life Among Vietnam Veterans. A General Bibliography.
ED 106 682
- Interpersonal Skills Training for Teachers. National Consortium for Humanizing Education, Interim Report No. 2 (Introductory Materials).
ED 106 731
- Teaching Interpersonal Social Skills: A Prototype Manual of Activities; 1974-1975.
ED 107 067
- Use of Computer-Assisted Instruction for Interpersonal Skill Training: A Pilot Study.
ED 107 238

Interpersonal Relationship

- Coaches' Manual.
ED 107 617
- Community--Network--Communication: An Annotated Bibliography. Exchange Bibliography Nos. 282-283.
ED 106 963
- Education in Basic Interpersonal Communication Skills.
ED 106 892
- Integrating Affective Learning in the Classroom: A Heuristic Approach.
ED 106 683
- Interpersonal Adjustment and Family Life Among Vietnam Veterans. A General Bibliography.
ED 106 682
- Principals and Teacher Consultants Can Be a Team. Final Report of an Institute.
ED 107 032
- Response Surface Analysis. National Consortium for Humanizing Education, Interim Report No. 3.
ED 106 732
- Selected Communication Variables and Their Effect Upon Advisee Satisfaction with Adviser-Advisee Conferences.
ED 106 701
- A Study of Close Interpersonal Relationships.
ED 106 889

Interprofessional Relationship

- Impacts on an Educational Researcher.
ED 107 680
- Impacts on an Educationist/Administrator.
ED 107 679
- Impacts on an Intellectual Historian.
ED 107 678
- Impacts on a Social Psychologist-Consultant.
ED 107 677
- Some Impacts of the Evaluation of an Experimental International Studies Curriculum on the Members of an Interdisciplinary Evaluation Team.
ED 107 676

Interviews

- Center for Teaching and Learning Research and Staff-Development Program (Project Summary).
ED 107 353
- Post Secondary Programs for the Deaf: III. Internal Views. Research Report No. 67.
ED 107 002

Intramural Athletic Programs

- Coaches' Manual.
ED 107 617
- A Survey of Intramural-Recreational Facilities at Four-Year Colleges and Universities in the United States.
ED 107 657
- Survey of Iowa State University Students Concerning Intramural Sports and Related Sports Interests.
ED 107 611

240 Subject Index

Investigations

Eco: An Island Simulation Game. [Includes Packet of Population Education Materials].
ED 107 472//

Iowa

Career Education: Information Packet Revision.
ED 106 660

Iowa Priority Program Areas Requiring Specialized Training of Less Than Baccalaureate Degree.
ED 106 655

Iowa State University

Survey of Iowa State University Students Concerning Intramural Sports and Related Sports Interests.
ED 107 611

Item Analysis

An Empirical Test of the Content Homogeneity Assumption Involved in Rasch Item Calibration.
ED 107 675

Item Banks

An Empirical Test of the Content Homogeneity Assumption Involved in Rasch Item Calibration.
ED 107 675

Japan

A Master Plan for the Education of the Disabled by Tokyo Metropolitan Government, 1974-75.
ED 107 016

Present State of Technological Innovation in Higher Education of Japan.
ED 107 270

Japanese

Japan and America: A Comparative Study in Language and Culture.
ED 107 138//

Japanese Americans

Changing Cultures, Changing Lives: An Ethnographical Study of Three Generations of Japanese Americans.
ED 107 749//

Jews

The American Jewish Experience: A Graded, Annotated Bibliography for Grades 7-12, Part Two. [And] Jews in Israel and in Other Lands Abroad: A Graded, Annotated Bibliography for Grades 7-12, Part Three.
ED 107 587//

Job Application

Decisions for Living: A Guide for Personal Planning.
ED 106 618

Job Development

Impact of Job Development on Poverty in Four Developing Areas, 1970. Agricultural Economic Report No. 225.
ED 107 408

The Role of the Institutional School Representative: Massachusetts State Department of Education.
ED 106 982

Job Market

Occupational Shortages Study Reporting System.
ED 106 486

On the Process and Consequences of Job Rationing in Oregon's Declining Wood Products Industry. WRDC Discussion Paper No. 4.
ED 106 494

Job Placement

Model for Implementation of School Placement Services.
ED 106 477

Model for School Pre-Employment Activities.
ED 106 476

West Virginia Guidebook: Job Placement Services: What's Your Need?
ED 106 536

Jobs

Occupations, U. S. A.
ED 106 593

Job Satisfaction

Individual Reactions to Work: The Compensatory and Spillover Models Re-Examined. Technical Report No. 32.
ED 106 496

Job Specialization, Work Values and Worker Dissatisfaction. Technical Report No. 29.
ED 106 495

Satisfaction With Teaching Questionnaire.
ED 107 688//

Work and Nonwork: A Review of Theory and Empirical Research. Technical Report No. 31.
ED 106 497

Job Search

Disabled Veterans of the Vietnam Era: Employment Problems and Programs. Technical Report No. 75-1.
ED 106 526

Job Skills

Elementary Career Education Guide, Volume 4: Beginning Competency.
ED 106 614

Job Training

Acura-Touch: Instructor's Guide for Professional Supermarket Checkers.
ED 106 648

Aviation Machinist's Mate R 1 and C: Rate Training Manual.
ED 106 513

IC [Interior Communications] Electrician 3 and 2: Rate Training Manual. Revised.
ED 106 514

Job Readiness Posture Scales: A New Tool to Aid in Transition from Enrollee to Worker Status.
ED 107 700

Machinist's Mate 1 and C: Rate Training Manual.
ED 106 658

Rescue Skills and Techniques.
ED 106 488

Signalman 1 and C: Rate Training Manual. Revised.
ED 106 512

Journalism

Exploring Writing Careers in Journalism.
ED 106 591

Perspectives on Advertising Education: Curricula, Research-Descriptive, Research-Experimental, Industry/Educators' Cooperation, Special Interest Areas, and Instruction; Proceedings of the 1974 National Conference for University Professors of Advertising at the Univ. of Rhode Island.
ED 106 865

Junior Colleges

An Analysis of the Functional Relationships Between the Administrative Staff of a Public Community College and Its Vocational-Technical Lay Advisory Committees: A Case Study.
ED 107 320//

An Assessment of Selected Oklahoma Public School Personnel's Opinions of the Public Junior College.
ED 107 321//

Attrition and Student Progress at Bronx Community College, September 1970 to August 1974. Research Report No. BCC-2-75.
ED 107 343

Buffering Action of Advisory Committees in Tech Programs.
ED 107 317

Central Administration in Multi Unit Community Colleges.
ED 107 328

Commitment to the Nontraditional Student. Topical Paper No. 51.
ED 107 327

A Comparison of the Audio-Tutorial Method with the Lecture-Demonstration Method for Producing Student Achievement in College Level Physical Science Survey Classes Covering Physics and Astronomy.
ED 107 322//

A Comparison of Working Conditions Between Community College Instructors in Collective Bargaining Contract Colleges and Traditional Colleges.
ED 107 319//

Computer Services: Two Year Colleges.
ED 107 331

Educational Needs Assessment of Adults in the Globe-Miami Area. Final Report.
ED 107 336

Enrollment and Attendance: 1965-1975. Research Report No. 75-04.
ED 107 313

Follow-up and Evaluation of Graduates [and] Employer Evaluations of Graduates in Minnesota Collegiate-Technical Education.
ED 107 325

Is Your LPN Program Keeping P.A.C.E.?
ED 107 334

Labor Market Identification Model; Procedure in Labor Market Planning for Vocational Education Programs of Columbia Junior College.
ED 107 338

Measured Aptitudes vs Self-Rating in Identifying Occupations.
ED 107 335

North Carolina Community College System Biennial Report, 1972-1974.
ED 107 337

The North Central Association: Its Change Agent Role on Administrative Practices, Policies and Procedures in Wisconsin Technical Institutes.
ED 107 323//

Notice of Charge of Employment Discrimination--Prelude to Fact Finding or Witch Hunt?
ED 107 316

Opening the Door: An Analysis of Some Effects of Different Approaches to Educating Academically High-Risk Students at Forest Park Community College, 1971-72.
ED 107 324//

Performance Objectives in Community Junior Colleges: A Study of Their Effect Upon Teaching and Learning at Pensacola Junior College and Their Use in Selected States.
ED 107 314

Personnel Management: Two Year Colleges.
ED 107 333

Planning: Two Year Colleges.
ED 107 330

A Plan to Provide Education in Collective Bargaining for Community College Personnel at Pensacola Junior College.
ED 107 318

Policies of Senior Colleges and Universities Concerning Transfer Students From Two-Year Colleges in North Carolina, 1974.
ED 107 174

Profile Characteristics of Entering Students: 1974-75.
ED 107 341

Program Budgeting: Two Year Colleges.
ED 107 332

Riding the Wave of New Enrollments. Topical Paper No. 50.
ED 107 326

Schedule Building and Student Registration: Two Year Colleges.
ED 107 329

A Study to Define the Role of the Division of Cooperative Education at the College of the Mainland.
ED 107 315

Summary of Mountain County Labor Market and Its Implications for Vocational Programs at Columbia Junior College. Part 1 of Labor Market Planning for Vocational Education Programs of Columbia Junior College.
ED 107 339

Task Force Report on Two-Year Postsecondary Education in Pennsylvania.
ED 107 342

Trends in Expressed Educational Objectives, 1968-1973 [and] Students "Undecided" as to Educational Objectives.
ED 107 340

Junior College Students
Commitment to the Nontraditional Student. Topical Paper No. 51.
ED 107 327

Trends in Expressed Educational Objectives, 1968-1973 [and] Students "Undecided" as to Educational Objectives.
ED 107 340

Junior High Schools
Career Development Guide: Grades 6-8.
ED 106 636

Career Investigation: Middle Schools. Bulletin No. 735.
ED 106 558

Creating an Advertising Campaign: An Evaluation Report for the Occupational Exploration Programs.
ED 106 507

A Curriculum Guide for Ninth Grade in Environmental Science. First Rough Draft.
ED 107 495//

- EMR Curriculum Guide: Junior High and Senior High.** ED 107 055
Exploring Your Sense of Smell. Science Study Aid No. 10. ED 107 513
The Health and Welfare Module: An Evaluation Report for the Occupational Exploration Program. ED 106 509
Insurance: An Evaluation Report for the Occupational Exploration Program. ED 106 508
Manufacturing Production: An Evaluation Report for the Occupational Exploration Program. ED 106 506
Planning Construction Projects: An Evaluation Report for the Occupational Exploration Program. ED 106 504
Planning Educational Programs: An Evaluation Report for the Occupational Exploration Program. ED 106 503
Product Services Module: An Evaluation Report for the Occupational Exploration Program. ED 106 505
Steps Toward Healthy Growth. Health Education Curriculum Guide; Grades 7-9. ED 107 663
Water Pollution, Environmental Science Curriculum Guide Supplement. ED 107 496//
- Junior High School Students**
Career Development Guides: Situational English. ED 106 631
Improving Practices in Inner-City Schools: Two Contributions. ED 107 746
Measurement of Social Incompetency in Adolescents. Final Report. ED 107 694
Urban Appalachian School Children: The Least Understood of all. Working Paper No. 6. ED 107 737
- Junior Index of Motivation**
Item and Total Score Characteristics and Correlates of the JIM Scale. ED 107 705
- Kansas**
The Kansas Migrant Survey: An Interpretive Profile of the Mexican-American Migrant Family. ED 107 419
University of Kansas Special Education Instructional Materials Center. Final Technical Report. ED 107 083
- Kentucky**
Model Student Assistance Programs for Kentucky. Final Report. ED 107 178
- Key Word in Context Index**
The North American Indian; A Bibliography of Community Development. ED 107 443
- Kindergarten**
Career Development Guide: Grades K-2. ED 106 634
Expanding Early Education: The Extended Day Kindergarten. ED 107 367
- Kindergarten Children**
The Effects of Tracing Prompts and Discrimination Training on Kindergarten Handwriting Performance. ED 106 864
Experimenter Effect in a Study of Racial Identification by Urban Kindergarten Children. ED 107 376
- Kindergarten Program Entry Survey**
Design of the Kindergarten Program Entry Survey. ED 106 863
- Kinesthetic Methods**
The Ball-Stick-Bird TM Method in the Classroom. ED 106 750
- Training Kindergarten Children in Tactile-Kinesthetic Skills Assumed to Be Related to Reading. Final Report. ED 107 372
- King (Clarence)**
From Typology to Topography in Clarence King's "Mountaineering in the Sierra Nevada." ED 106 853
- Kinship Terms**
"This Man's Father Is My Father's Son": A Study of the Acquisition of English Kin Terms. Papers and Reports on Child Language Development, No. 5. ED 107 114//
- Knowledge Level**
Connecticut Career Guidance Assessment, 1974. ED 106 450
- Knox County**
Evaluation of the Knox County Extended School Year Program 1974-75. ED 106 949
- Korean**
A Study of Korean Causatives. Working Papers in Linguistics, Vol. 6, No. 4. ED 107 123
- Laboratories**
A Component for a Methods Course for Preservice Secondary School Mathematics Teachers Involving Computers and Other Laboratory Activities. ED 107 507//
Perimeter. A Mathematics Instructional Module. ED 107 493//
- Laboratory Experiments**
A Separate Reality: The Problem of Uncooperative Experiments. ED 107 610
- Labor Camps**
The Bunkhouse Man. A Study of Work and Pay in the Camps of Canada 1903-1914. ED 106 528//
- Labor Conditions**
The Bunkhouse Man. A Study of Work and Pay in the Camps of Canada 1903-1914. ED 106 528//
- Labor Force Nonparticipants**
Disabled Veterans of the Vietnam Era: Employment Problems and Programs. Technical Report No. 75-1. ED 106 526
- Labor Legislation**
A Plan to Provide Education in Collective Bargaining for Community College Personnel at Pensacola Junior College. ED 107 318
- Labor Market**
Labor Market Identification Model; Procedure in Labor Market Planning for Vocational Education Programs of Columbia Junior College. ED 107 338
- Lake Superior**
Wisconsin's Lake Superior Basin Water Quality Study. Technical Report No. 1. ED 107 476//
Wisconsin's Lake Superior Basin Water Quality Study. Supplement. Technical Report No. 2. ED 107 477//
- Land Use**
The Land Is Our Mother. A Summary, Statewide Indian Land Use and Policy Meeting (Crow Agency, Montana, November 14-15, 1974). ED 107 403
- Language and Area Centers**
Language and Area Studies Review. Monograph 17. ED 107 101//
- Language Arts**
Career Development Guide: Grades 6-8. ED 106 636
Developing Language Skills in the Elementary Schools. 5th Edition. ED 106 857//
- The Effectiveness of an Additional Basic Language-Development Program on the Science Academic Achievement of Low-Achieving Kindergarten Pupils. ED 107 465//
Project Aloha. Annual Evaluation Report. ED 106 821
Teaching Elementary Language Arts. ED 106 866//
- Language Development**
The Acquisition of Aux. Papers and Reports on Child Language Development, No. 8. ED 107 117
The Acquisition of Sign Language in Deaf Children of Deaf Parents: Progress Report. Research Report No. 65. ED 107 001
The Acquisition of the Concept of Grammatical Gender in Monolingual and Bilingual Speakers of Spanish. ED 107 134
A Collection of Games and Activities for the Instruction of Pre-Reading Skills. ED 106 780
Comparative Studies in Second Language Learning. CAL-ERIC/CLL Series on Language and Linguistics, No. 26. ED 107 157
Descriptions of the Structure and Ordering of Language in the Mod 2 Kindergarten Stories. Technical Note No. 2-72-34. ED 106 772
A Developmental Study of Deaf Children's Semantic System. ED 107 065
A Deviant Phonological System of English. Papers and Reports on Child Language Development, No. 8. ED 107 116
Fricatives in Child Language Acquisition. Papers and Reports on Child Language Development, No. 6. ED 107 115//
Interactive Language Development Teaching: The Clinical Presentation of Grammatical Structure. ED 106 850//
Issues in Language and Cognition: Implications for Clinical Practice. ED 107 077
Language and Adjustment Scale for the Thematic Apperception Test for Youths 12-17 Years. Data Evaluation and Methods Research, Series 2, No. 62. ED 107 023
Language Development Activities through the Auditory Channel. ED 107 031
Language Is Experience. ED 106 851
Learning: Theoretic Foundations of Linguistic Universals. Social Science Working Paper No. 60. ED 107 155
Learning the Structure of Causative Verbs: A Study in the Relationship of Cognitive, Semantic and Syntactic Development. Papers and Reports on Child Language Development, No. 8. ED 107 118
Primary Language Development--Pre-Kindergarten Component. ED 106 841
Readiness Continuum. ED 107 029
A Semantic-Relational-Concepts Based Theory of Language Acquisition as Applied to Down's Syndrome Children: Implication for a Language Enhancement Program. Research Report No. 62. ED 107 000
Some Notes on Lee and Canter's "Developmental Sentence Scoring: A Clinical Procedure for Estimating Syntactic Development in Children's Spontaneous Speech." Papers and Reports on Child Language Development, No. 4. ED 107 113
Structure and Organization of the SWRL Drama and Public Speaking Program for 1972-73 Tryout. ED 106 886
Teaching Elementary Language Arts. ED 106 866//
"This Man's Father Is My Father's Son": A Study of the Acquisition of English Kin Terms. Papers and Reports on Child Language Development, No. 5.

242 Subject Index

- ED 107 114//
Word Meaning in Human Development.
ED 107 381
- Language Experience Approach**
Communication Skills through Authorship.
ED 106 837
Integrated Language Experience Approach--
Using Research Unit.
ED 106 833
The Language Experience Approach Teaching
Reading.
ED 106 777
- Language Guides**
Idaho Foreign Language Guide.
ED 107 142
Prolegomena to the Language Syllabus.
ED 107 121
- Language Handicapped**
Minority Trainees on Speech Satellite Teams:
A Manual of Organization and Instruction.
ED 107 022
- Language Handicaps**
A Deviant Phonological System of English.
Papers and Reports on Child Language
Development, No. 8.
ED 107 116
Interactive Language Development Teaching:
The Clinical Presentation of Grammatical
Structure.
ED 106 850//
Issues in Language and Cognition: Implications
for Clinical Practice.
ED 107 077
- Language Instruction**
Approaches to the Testing of Communicative
Competence.
ED 107 108
The Context of Foreign Language Teaching.
ED 107 139//
Decision Making: An Imperative for Language
Learning: Highlights of the Annual Language
Arts Conference of Memphis State University
(7th, Memphis, June 12-14, 1974).
ED 106 854
European Syllabuses in English as a Foreign
Language.
ED 107 152
Foreign Language Teaching and Learning
Today (1975).
ED 107 154
A Grammar of Spoken Brazilian Portuguese.
ED 107 137//
Idaho Foreign Language Guide.
ED 107 142
Independent Study of Critical Languages in
Undergraduate Colleges.
ED 107 096
Language and International Studies. Geor-
getown University Round Table on Languages
and Linguistics 1973.
ED 107 109//
Needed Materials for Instruction in Languages
of Southeast Asia.
ED 107 129
Options and Perspectives: A Sourcebook of In-
novative Foreign Language Programs in Ac-
tion, K-12.
ED 107 100
Performing with Objectives.
ED 107 140//
Rationalizing Individualized Instruction.
ED 107 153
Russian: An Active Introduction.
ED 107 097
A Selected List of Instructional Materials for
English as a Second Language: College Level.
CAL-ERIC/CLL Series on Languages and Lin-
guistics, No. 27.
ED 107 158
Self-Instructional Language Programs. A Hand-
book for Faculty and Students. Occasional
Publication No. 20.
ED 107 098
Some Surface Linguistic Classes with Concep-
tual Relevance.
ED 106 859
Summary of Results of Student Evaluation Sur-
vey: Lower Division Spanish, Fall Semester
1973.
ED 107 125
Teaching English as an Additional Language to
Older People: A Case Study.
ED 106 535
- Teaching English to Speakers of Other Lan-
guages: A Selected Bibliography.
ED 106 480
A Triple-Track Program in the Second-Year
French Courses: A Pilot Study.
ED 107 122
University of Minnesota Foreign Language
Curriculum Units.
ED 107 127
- Language Patterns**
A Semantic-Relational-Concepts Based Theory
of Language Acquisition as Applied to Down's
Syndrome Children: Implication for a Language
Enhancement Program. Research Report No.
62.
ED 107 000
Semiotic Foundations of Information Science.
Progress Report Number 1.
ED 107 229
- Language Planning**
Foreign Language Teaching and Learning
Today (1975).
ED 107 154
Reconsideration of Language Priorities: Africa.
ED 107 130
- Language Proficiency**
Testing Language Proficiency.
ED 107 161
- Language Programs**
The Bilingual's Two Languages: Duplication or
Compartmentalization.
ED 107 156
Developing Language Skills in the Elementary
Schools. 5th Edition.
ED 106 857//
A Final Evaluation Report for the Five Years
of Operation (1969-1974) [of the Bilingual
Education Program in Greenville, New
Hampshire].
ED 107 124
Foreign Language Teaching and Learning
Today (1975).
ED 107 154
Idaho Foreign Language Guide.
ED 107 142
Language and International Studies. Geor-
getown University Round Table on Languages
and Linguistics 1973.
ED 107 109//
Options and Perspectives: A Sourcebook of In-
novative Foreign Language Programs in Ac-
tion, K-12.
ED 107 100
- Language Research**
Reconsideration of Language Priorities: Africa.
ED 107 130
Review of Thomas G. Bever. "A Survey of
Some Recent Work in Psycholinguistics." Lin-
guistic Notes from La Jolla, No. 3.
ED 107 126
Semantic Theory: A Linguistic Perspective.
ED 107 136//
- Language Role**
Ethnics, Emics, and the New Ideology: The
Identity Potential of Indian English.
ED 107 119//
- Languages for Special Purposes**
What and How for Foreign Language Students:
What Are the Career Opportunities and How
to Prepare for Them.
ED 107 095
- Language Skills**
Design of the Kindergarten Program Entry Sur-
vey.
ED 106 863
Developing Language Skills in the Elementary
Schools. 5th Edition.
ED 106 857//
Developmental Aspects of Pupil Performance
on Bidialectal Tests. Research and Develop-
ment Memorandum No. 137.
ED 106 867
Interactive Language Development Teaching:
The Clinical Presentation of Grammatical
Structure.
ED 106 850//
Some Surface Linguistic Classes with Concep-
tual Relevance.
ED 106 859
Testing Language Proficiency.
ED 107 161
- Words-From Print to Meaning: Classroom Ac-
tivities for Building Sight Vocabulary, for Using
Context Clues, Morphology, and Phonics.
ED 106 762//
- Language Styles**
The Language of Inquiry and the Language of
Authority.
ED 106 869
Techniques in Language Control.
ED 107 141//
- Language Tests**
Approaches to the Testing of Communicative
Competence.
ED 107 108
Design of the Kindergarten Program Entry Sur-
vey.
ED 106 863
Testing Language Proficiency.
ED 107 161
- Language Universals**
Agreement. Working Papers on Language
Universals, No. 5.
ED 107 111
Learning: Theoretic Foundations of Linguistic
Universals. Social Science Working Paper No.
60.
ED 107 155
- Language Usage**
Development of a Dialect Differentiation Mea-
sure for Black English: A Pilot Study.
ED 106 861
Japan and America: A Comparative Study in
Language and Culture.
ED 107 138//
The Language of Inquiry and the Language of
Authority.
ED 106 869
A Study in the Relationships of "Oh," "Ah," "I-
Say," and "Well" to Numerous Grammatical
Phenomena. University of Michigan Papers in
Linguistics.
ED 107 106
Techniques in Language Control.
ED 107 141//
- Latin American Culture**
Cross-Cultural Inquiry: Value Clarification Ex-
ercises. A Center for Latin American Studies
Curriculum Report.
ED 107 536
- Law Enforcement**
Exploring Careers in Law Enforcement.
ED 106 592
The Federal Civil Rights Enforcement Effort--
1974. Volume I: To Regulate in the Public In-
terest.
ED 107 754
The Federal Civil Rights Enforcement Effort--
1974. Volume II: To Provide ... For Fair Hous-
ing.
ED 107 755
Federal Civil Rights Enforcement Effort--1974.
Volume IV. To Provide Fiscal Assistance.
ED 107 756
- Law Instruction**
The \$5 Game: A Guidebook on the Funding of
Law-Related Educational Programs. Working
Notes, No. 7.
ED 107 554
Indian Tribes as Governments. An Analysis of
Governing Institutions of Selected Indian
Tribes: Report on a Research Project Con-
ducted by a Team of Indian Lawyers and Law
Students--June through August, 1974.
ED 107 422
Law-Related Education in America: Guidelines
for the Future. Report of the American Bar As-
sociation Special Committee on Youth Educa-
tion for Citizenship.
ED 107 555
Legal Literacy and Teacher Education: A Case
Approach Based on the Rights of Teachers and
Students.
ED 107 672
Media: An Annotated Catalogue of Law-Rel-
ated Audio-Visual Materials. Working Notes
No. 8.
ED 107 553
- Laymen**
An Analysis of the Functional Relationships
Between the Administrative Staff of a Public
Community College and its Vocational-Techni-
cal Lay Advisory Committees: A Case Study.

- Leaders Guides**
 Career Education Project: Resource and Instructional Manual for the Implementation of a Model Career Guidance Curriculum Unit. ED 106 650
- Leadership**
 Educational Leadership in an Era of Accountability. ED 106 941
 The Modification of Female Leadership Behavior in the Presence of Males. ED 106 742
 The Purdue LEAD Program: Implications for Other Educational Contexts. ED 106 681
 A Short Bibliography on Library/Media Leadership. ED 107 288
 Valuing Youth. Leader's Notebook. ED 107 550
- Leadership Effectiveness and Development Program**
 The Purdue LEAD Program: Implications for Other Educational Contexts. ED 106 681
- Leadership Qualities**
 A Short Bibliography on Library/Media Leadership. ED 107 288
- Leadership Training**
 Community Leaders' Training in Environmental Studies: A Cooperative Community Project Funded under Title I of the Higher Education Act of 1965. Ways to Environmental Education, Final Report: 1974-1975. ED 107 583
- Learner Control**
 Individual Differences in Learner Controlled CAI. ED 107 215
- Learning**
 Effects of Systematic Variations of Instructional Variables in a Verified Instructional Program. ED 106 661
 Mathematics Learning in Early Childhood. ED 107 534
 Retention Studies Since 1960. ED 107 490
 The Structure of Experience Acquired While Learning to Solve a Class of Problems. ED 107 508//
 A Study of Concrete and Formal Operations in School Mathematics: A Piagetian Viewpoint. ED 107 499//
 Toward an Integrated Elementary School Curriculum through Career Awareness Activities. ED 106 712
- Learning Activities**
 Asian Studies Unit One: Asian Man and His Environment, Pilot Program; [And] Asian Studies Unit Two: Cultural Patterns of Asian Man, Field Test. ED 107 594//
 Basic Teaching Kit on Consumer Advertising. ED 107 577//
 Career Development Curriculum Guide for Intermediate Grades. ED 106 554
 Career Education Guide: K-14. ED 106 562
 Child Day Care Guidelines: A Collection. ED 107 370
 A Developmental Approach to Career Guidance, Counseling and Placement: New Hampshire Guidelines. ED 106 623
 Developmental Career Education: Primary Years. ED 106 624
 The Devil's Millhopper: A Resource for Developing Field Studies. Resource Monograph No. 2. ED 107 480
 Do You Ever Feel As If You're Talking to a Brick Wall? ED 106 875
 Eco: An Island Simulation Game. [Includes Packet of Population Education Materials]. ED 107 472//
 Elementary Career Education Activities: K-3. ED 107 320//
- Elementary Career Education Activities: Grades 4, 5, 6.** ED 106 544
- Elementary School Project for Level One: Resource Unit. Lincoln County Exemplary Program in Vocational Education.** ED 106 545
- Exploring Careers in Automotive Sales and Service.** ED 106 565
- Exploring Careers in Electricity-Electronics.** ED 106 574
- Exploring Careers in Health and Medicine.** ED 106 576
- Exploring Careers in Music.** ED 106 587
- Exploring Careers in Ornamental Horticulture.** ED 106 585
- Exploring Careers in Photography.** ED 106 582
- Exploring Careers in Writing for the Market.** ED 106 578
- Exploring Writing Careers in Journalism.** ED 106 590
- Exploring Your Sense of Smell. Science Study Aid No. 10.** ED 106 591
- Guide for Integrating Career Development into the Curriculum: Grades 7-9.** ED 107 513
- Language Is Experience.** ED 106 553
- Learning to Work -- Or Working to Learn?** ED 106 851
- Maine Curriculum Guide for Career Education K-12.** ED 106 689
- Minority Cultures: Supplement to Primary Social Studies Guide [And] Minority Cultures: Supplement to Intermediate Social Studies Guide.** ED 106 492
- My Parent's Work from A to Z: World of Work Project: Social Studies: Kindergarten.** ED 107 582
- Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation. Lincoln County Exemplary Program in Vocational Education.** ED 106 604
- Teaching Elementary Language Arts.** ED 106 571
- Totline Tidbits: A Special Packet of Materials.** ED 106 866//
- Valuing Youth. Leader's Notebook.** ED 107 344
- World of Work: K-6 Curriculum.** ED 107 550
- World of Work: K-10 Continuum.** ED 106 555
- Learning Characteristics**
 Field-Independence and the Structuring of Knowledge in a Social Studies Minicourse. ED 107 565
 Individual Differences in Learner Controlled CAI. ED 107 215
- Learning Disabilities**
 Answers for Parents of the Child with Learning Disabilities. Showing and Telling It Like It Is! ED 107 030
 Auditory Vocal Analysis and Synthesis Skills of Learning Disabled Children. ED 107 075
 Educational Technology in Special Education. Didakometry No. 43. ED 107 028
 Insight Unlimited: Catch 'em Early; A Screening, Remediation, and Developmental Program for the Whole Child. ED 107 051
 Issues in Language and Cognition: Implications for Clinical Practice. ED 107 077
 Language Development Activities through the Auditory Channel. ED 107 031
 Learning Disabilities-Elementary Level: A Selective Bibliography. Exceptional Child Bibliography Series No. 644. ED 106 996//
 Psychology and Education of the Learning Disabled Child in the Soviet Union. Research Report No. 78. ED 107 011
- Reading-Learning Disabilities: A Selective Bibliography. Exceptional Child Bibliography Series No. 664.** ED 107 029
- Resource Guide: Specific Learning Disabilities: A Guide for Teachers and Administrators, State of Mississippi.** ED 106 997//
- Resource Services: Preliminary Curriculum Guide for Reading, Mathematics, Spelling, Writing, and Perceptual Development.** ED 107 038
- State of the Art: Diagnosis and Treatment.** ED 107 025
- Teaching Interpersonal Social Skills: A Prototype Manual of Activities; 1974-1975.** ED 107 068
- Learning Modalities**
 Project Successful Beginning. ED 107 067
- Visual and Auditory Information Processing Aspects of the Acquisition of Flying Skill.** ED 106 786
- Learning Processes**
 Adults as Learners: Proceedings of a Conference. ED 106 462
- Affective Learning.** ED 107 354
- Comparative Studies in Second Language Learning. CAL-ERIC/CLL Series on Language and Linguistics, No. 26.** ED 107 157
- Crystallizing Conditions, Developmental Advance and Education. First Annual Report.** ED 107 348
- Development of Selective Attention in Reflective and Impulsive Children.** ED 106 723
- The Effectiveness of a Comparative Advance Organizer in the Learning and Retention of Metric System Concepts.** ED 107 487
- Effects of Training in Interpersonal Skills: Research Summary. National Consortium for Humanizing Education Interim Report No. 4.** ED 106 733
- Field Test of the Operationalization of Fuzzy Concepts with Small Children.** ED 107 596
- Formative Evaluation in an Audio-Tutorial Physics Course with Emphasis on Intuitive and Analytic Problem Solving Approaches.** ED 107 464//
- Individual Differences in Cognitive Style and The Guidance Variable in Instruction.** ED 106 705
- Innovations in Classroom Organization.** ED 106 895
- Learning: Theoretic Foundations of Linguistic Universals. Social Science Working Paper No. 60.** ED 107 155
- Psychological and Affective Education. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 20R.** ED 106 748
- The Severe Nature of Verbal Learning Deficits in Preschool Down's Syndrome (Mongoloid) Children. Research Report No. 69.** ED 107 003
- A System for Assessing Affectivity.** ED 106 710//
- Task Structure and Cognitive Tempo Influence on Organizational Memory in Children.** ED 106 722
- The Teaching and Transfer of Seriation Strategies Using Non-Visual Variables with First Grade Children.** ED 107 489
- Learning Readiness**
 Scholastic Learning Problems of Skolt Lapp Children: Intellectual and Motivational Readiness, School Achievement and Official Plans for Schooling. ED 107 382
- Learning Theories**
 Adults as Learners: Proceedings of a Conference. ED 106 462
- Algorithms: A New Tool for Educational Technology.** ED 107 241

244 Subject Index

- Learning Process in Aging and Adult Education.**
ED 106 734
- Play of the Young Child and Day Care Workers: A Piaget Justification.**
ED 107 366
- A Study of Concrete and Formal Operations in School Mathematics: A Piagetian Viewpoint.**
ED 107 499//
- Leave of Absence**
Strategies for the Application of Foreign Legislation on Paid Educational Leave to the United States Scene.
ED 106 517
- Legal Problems**
Higher Education: The Law and Parameter for Action. Proceedings.
ED 107 181
- Legal Responsibility**
Law, Finance, and the Teacher in Illinois—A Handbook for Teachers, Administrators, and School Board Members. Second Edition.
ED 106 931//
Mental Retardation and the Law: A Report on Status of Current Court Cases.
ED 107 057
- Legal Segregation**
Economic and Social Coping Strategies of Foreign Students. Research Bulletin, Volume 15, No. 23.
ED 107 198
- Legislation**
Connecticut's Comprehensive Model for the Education of the Gifted and Talented.
ED 107 058
Resource Guide: Specific Learning Disabilities: A Guide for Teachers and Administrators, State of Mississippi.
ED 107 038
Strategies for the Application of Foreign Legislation on Paid Educational Leave to the United States Scene.
ED 106 517
- Leisure Time**
Career Education Program: Geneva Area City Schools. [Grade 9 Unit: Leisure Work].
ED 106 601
Career Education: The Leisure Occupations Cluster. Information Series No. 86.
ED 106 534
Work and Nonwork: A Review of Theory and Empirical Research. Technical Report No. 31.
ED 106 497
- Length**
Summative Evaluation of the Measurement of Length Unit of the Money, Measurement and Time Program. Research Report No. 71.
ED 107 005
- Lesson Plans**
Career Education Guide: K-14.
ED 106 562
Culture Based Curriculum for Young Indian Children.
ED 107 389//
- Librarians**
Bibliotherapy: Trends in the United States.
ED 107 284
A Directory of College and University Libraries in New York State. 1973, Eighth Edition.
ED 107 209
A Short Bibliography on Library/Media Leadership.
ED 107 288
Summary of the Federal Government Library Survey Report.
ED 107 228//
- Libraries**
Toward a National Program for Library and Information Services: Goals for Action.
ED 107 312
University of Texas Special Education Instructional Materials Center. Final Technical Report.
ED 107 084
- Library Administration**
The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 1: The Federal Library Model. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.
ED 107 204
The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 2: Participant's Resource-Log. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.
ED 107 205
The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 3: Director's Guide. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.
ED 107 206
A Short Bibliography on Library/Media Leadership.
ED 107 288
- Library Automation**
Applications of Minicomputers to Library and Related Problems. Papers Presented at the 1974 Clinic on Library Applications of Data Processing, April 28-May 1, 1974.
ED 107 261//
Current and Retrospective Sources of Machine Readable Monograph Cataloging Records; A Study of Their Potential Cost and Utility in Automated System Development at the University of Minnesota.
ED 107 280
A Minicomputer as Front End Processor for an Automated Library System.
ED 107 208
Planning for Library Automation in the United States.
ED 107 230
Will Microfilm and Computers Replace Clippings?
ED 107 274
- Library Circulation**
Library Files; Open or Closed to Readers?
ED 107 276
- Library Collections**
An Approach to Assessment of Quality of a University Library Collection.
ED 107 308
Career Education Materials Catalog: Grades 7-12.
ED 106 548
A Directory of College and University Libraries in New York State. 1973, Eighth Edition.
ED 107 209
Library Files; Open or Closed to Readers?
ED 107 276
- Library Cooperation**
Northeast Academic Science Information Center (NASIC) Year 2 Report, March 1974 through February 1975.
ED 107 211
Planning for Library Automation in the United States.
ED 107 230
- Library Education**
The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 3: Director's Guide. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.
ED 107 206
A Plan for Teaching Data Processing to Library Science Students.
ED 107 259
Short Course Assessment and Evaluation in the Library/Information Field. ASlib Occasional Publication No. 15.
ED 107 271//
- Library Expenditures**
Budgeting for Libraries.
ED 107 304
- Library Facilities**
College of Education Libraries and Higher Education. Selected Papers Delivered at DES/ATCDE/LA Joint Conference Held at the Windermere Hydro, Bowness-on-Windermere, Westmorland, 16th to 19th October 1973.
ED 107 272
- Library Guides**
A Basic Geographical Library: A Selected and Annotated Book List for American Colleges. Publication No. 2.
ED 107 591
Inside the FCC: A Guide for Information Seekers.
ED 107 232
Learning Center Guide; Helene Fuld School of Nursing.
ED 107 233
A Library User's Guide to ERIC.
ED 107 311
Student Media Center Manual.
ED 107 221
- Library Instruction**
Learning Center Guide; Helene Fuld School of Nursing.
ED 107 233
A Library User's Guide to ERIC.
ED 107 311
Using the Morgan Library; a Tour and Exercise.
ED 107 265
- Library Materials**
American Reference Books Annual 1975. Volume 6.
ED 107 235//
- Library Material Selection**
Evaluating Materials About Africa for Children.
ED 107 262
Photo Storage and Retrieval.
ED 107 278
- Library Networks**
Library Information Network Experiment with ATS-F Satellite Telecommunications.
ED 107 255
A Mathematical Model of the Illinois Interlibrary Loan Network: Project Report Number 2.
ED 107 287
A Minicomputer as Front End Processor for an Automated Library System.
ED 107 208
Northeast Academic Science Information Center (NASIC) Year 2 Report, March 1974 through February 1975.
ED 107 211
Toward a National Program for Library and Information Services: Goals for Action.
ED 107 312
- Library Of Congress**
The Future of Card Catalogs. Report of a Program Sponsored by the Association of Research Libraries, January 18, 1975.
ED 107 210
- Library Planning**
The Columbia University Management Program.
ED 107 283
The Future of Card Catalogs. Report of a Program Sponsored by the Association of Research Libraries, January 18, 1975.
ED 107 210
Planning for Library Automation in the United States.
ED 107 230
- Library Programs**
History of Books/Jobs Project: Akron Public Library, July 1, 1968 through June 30, 1972.
ED 107 279
The Mentally Retarded Enjoy Libraries Too.
ED 107 293
- Library Reference Services**
NASIC at MIT. Final Report, 1 March 1974 through 28 February 1975. Report ESL-FR-587.
ED 107 226
SDI Investigation, 1967-1969. Volumes 1-5.
ED 107 264//
- Library Role**
College of Education Libraries and Higher Education. Selected Papers Delivered at DES/ATCDE/LA Joint Conference Held at the Windermere Hydro, Bowness-on-Windermere, Westmorland, 16th to 19th October 1973.
ED 107 272

Library Science

- American Reference Books Annual 1975.
Volume 6. ED 107 235//

Library Services

- Final Report to the Four Corners Regional
Commission on Mobile Library Services to
Navajo, Apache, and Coconino -- 1971/72.
ED 107 401
Final Report to the Four Corners Regional
Commission on Mobile Library Services to
Navajo, Apache, & Coconino Counties --
1972/73. ED 107 402
Learning Materials and Services at the Univer-
sity of North Carolina at Charlotte. ED 107 260
The Mentally Retarded Enjoy Libraries Too.
ED 107 293
New Hyde Park Public Library; A Study.
ED 107 266
Standards for Library Service: An International
Survey. ED 107 286//
Summary of the Federal Government Library
Survey Report. ED 107 228//

Library Services and Construction Act

- History of Books/Jobs Project: Akron Public
Library, July 1, 1968 through June 30, 1972.
ED 107 279

Library Skills

- Using the Morgan Library; a Tour and Exer-
cise. ED 107 265

Library Standards

- Standards for Library Service: An International
Survey. ED 107 286//

Library Surveys

- Standards for Library Service: An International
Survey. ED 107 286//
Summary of the Federal Government Library
Survey Report. ED 107 228//

Library Technical Processes

- Applications of Minicomputers to Library and
Related Problems. Papers Presented at the
1974 Clinic on Library Applications of Data
Processing, April 28-May 1, 1974. ED 107 261//
Basic Rules of Alphabetical Sequence Sim-
plified. ED 107 267
Photo Storage and Retrieval. ED 107 278
Planning for Library Automation in the United
States. ED 107 230
RLMS Micro-File: Current State of Catalog
Card Reproduction. ED 107 281//
RLMS Micro-File: Current State of Catalog
Card Reproduction. Supplement 1. ED 107 282//

Life Style

- Life Style Assessment: So What!
Toward Experimental Living. ED 106 694
Youth 1974: Finance-Related Attitudes. Report
on the Institute's Third Biennial Survey of
Americans Ages 14 through 25. ED 107 559

Linguistic Competence

- Some Surface Linguistic Classes with Concep-
tual Relevance. ED 106 859

Linguistic Patterns

- Development of a Dialect Differentiation Mea-
sure for Black English: A Pilot Study. ED 106 861

Linguistic Performance

- Approaches to the Testing of Communicative
Competence. ED 107 108

Linguistics

- Guide to Programs in Linguistics: 1974-75.

- A Threat to the Black Dialect: An Approach
That Works. ED 106 874
Towards a Sociology of Linguistics. ED 107 146

Linguistic Theory

- The Acquisition of Aux. Papers and Reports on
Child Language Development, No. 8. ED 107 117
Agreement. Working Papers on Language
Universals, No. 5. ED 107 111
A Demystification of Syntactic Drift. Montreal
Working Papers in Linguistics, Vol. 3. ED 107 120
Heterogeneity in Language and Speech: Neu-
rolinguistic Studies. Working Papers in
Phonetics, No. 29. ED 107 160//
Learning: Theoretic Foundations of Linguistic
Universals. Social Science Working Paper No.
60. ED 107 155
Natural Language Understanding Systems
Within the A. I. Paradigm: A Survey and Some
Comparisons. ED 107 147
On the Node Label "ADV." ED 106 862
Semantic Theory: A Linguistic Perspective.
ED 107 136//
Word Formation: The Anarchy of the Art.
ED 107 107

Literacy Education

- Canadian Adult Basic Education: An Overview.
Occasional Paper No. 4. ED 106 483

Literary Analysis

- Contemporary Puerto Rican, Cuban-in-Exile,
and Mexican-American Literature in a Pla-
ralistic Society. ED 107 150
The Dangers of Fragmentation. ED 106 868
John Updike and Norman Mailer: Sport In-
ferences. ED 107 665
From Typology to Topography in Clarence
King's "Mountaineering in the Sierra Nevada."
ED 106 853

Literary Criticism

- The Dangers of Fragmentation. ED 106 868
The Existential Dimensions of Afro-American
Literature. ED 106 876

Literary Politics

- The End of Intelligent Writing: Literary Politics
in America. ED 106 849//

Literature

- The Dangers of Fragmentation. ED 106 868

Literature Programs

- The Dangers of Fragmentation. ED 106 868

Literature Reviews

- Aging and Motor Skill: A Research Frontier.
ED 107 633
An Assessment of U.S. Navy Tactical Team
Training. Final Report. ED 107 303
Child Abuse: An Integration of the Research
Related to Education of Children Handicapped
as a Result of Child Abuse. Final Report.
ED 107 056
Class Size and Teacher Load. ED 107 627
Different Strokes: Models of Drug Abuse
Prevention Education. ED 106 743
The Evaluation of Dropout Prevention Pro-
grams. ED 107 716
Retention Studies Since 1960. ED 107 490
Review of Thomas G. Bever, "A Survey of
Some Recent Work in Psycholinguistics." Lin-
guistic Notes from La Jolla, No. 3. ED 107 126

- Work and Nonwork: A Review of Theory and
Empirical Research. Technical Report No. 31.
ED 106 497

Living Standards

- The Bunkhouse Man. A Study of Work and
Pay in the Camps of Canada 1903-1914.
ED 106 528//

Local Government

- Fiscal Management and Planning for Local
Governments: A Selected Bibliography of
Recent Materials. Exchange Bibliography No.
357. ED 106 968
Local Government--Form and Reform: A
Selected Bibliography. Exchange Bibliography
No. 640. ED 106 909
The Videotape As a Teaching Aid in State and
Local Government. ED 107 589

Locus of Control

- The Effect of the Open Classroom Environ-
ment on Locus of Control. ED 107 224
Internal vs. External Determinants of Chil-
dren's Perceptions of the Causes for Their
Behavior. ED 106 724

Logical Thinking

- Algorithms: A New Tool for Educational
Technology. ED 107 241
A Study of Concrete and Formal Operations in
School Mathematics: A Piagetian Viewpoint.
ED 107 499//

Longitudinal Studies

- Assessment of Children's Psychological
Development and Data Analytic Framework in
New York City Infant Day Care Study. ED 107 362
Conceptual Development During the School
Years. ED 107 374
Maintaining Reliability in a Longitudinal Study.
National Consortium for Humanizing Educa-
tion, Interim Report No. 1. ED 106 730
The New York City Infant Day Care Study
Design. ED 107 360
Observing and Assessing Infant Day Care En-
vironment. ED 107 361

Los Angeles Community College District

- Enrollment and Attendance: 1965-1975.
Research Report No. 75-04. ED 107 313

Low Achievers

- The Effectiveness of an Additional Basic Lan-
guage-Development Program on the Science
Academic Achievement of Low-Achieving Kin-
dergarten Pupils. ED 107 465//
Topical Modules in Secondary Mathematics.
Final Project Report. ED 107 478//

Low Income

- Residence Differences in Characteristics of
Black, Lower-Class Families. Departmental In-
formation Report No. 74-10. ED 107 750

Low Vision Aids

- Interactive Classroom TV System for the Han-
dicapped. ED 107 062

Lummi

- The Lummi Indian Demonstration Project.
ED 107 392

Machine Repairmen

- Machinist's Mate 1 and C: Rate Training
Manual. ED 106 658

Magnetic Tape Cassettes

- A Planning Study for the Conversion of
Recorded Books and Magazines from Rigid
Discs to Cassettes and Flexible Discs. Final Re-
port. ED 107 292

246 Subject Index

Mainstreaming

- Mainstreaming in Physical Education: A Positive Approach. ED 107 615

Maintenance

- Exploring Careers in Building and Plant Maintenance. ED 106 589

Males

- Schizophrenics for Whom Phenothiazines May Be Contraindicated or Unnecessary. ED 106 690
Sports and Games in New England Schools and Academies 1780-1860. ED 107 598

Management

- A Study on Personal Record Management. ED 106 679

Management by Objectives

- Task Goal Attributes, Achievement, and Supervisory Performance. Technical Report No. 30. ED 106 499

Management Development

- Development and Evaluation of the SourceBook of Training Products in Instructional Planning and Management. Far West Series in Instructional Planning. ED 106 975
Improving the Performance of Educational Managers. Working Paper Series. ED 106 893

Management Education

- Development and Evaluation of the SourceBook of Training Products in Instructional Planning and Management. Far West Series in Instructional Planning. ED 106 975

Management Information Systems

- Financial Accounting System Based Upon NCES Revised Handbook II. ED 106 924

Management Systems

- Administrative Team Approach—Development and Implementation. ED 106 947
Custodial Management Practices in the Public Schools. Research Bulletin No. 19. ED 106 913//
Integrated Drug Abuse Management Information System Briefing Report. National Clearinghouse for Drug Abuse Information Report Series 32, Number 1. ED 106 713
Planning-Programming-Budgeting Systems: Revised Edition Including Exchange Bibliographies No. 121 and No. 183. Exchange Bibliography No. 289. ED 106 964

Man and Environment

- Man and Environment. ED 107 484

Man Machine Systems

- Individual Differences in Learner Controlled CAI. ED 107 215
.....Speak No Freewill (Piaget vs. Skinner). Developmental Program Report No. 38. ED 107 345

Manpower Development

- Benefits and Costs of Manpower Services in the Interlake Rural Development Area. Research Bulletin No. 72-1. ED 107 395
Interim Report and Synopsis of the Findings to Date of the Regents Task Force on Medical School Enrollment and Physician Manpower to the Regents of the University of the State of New York. ED 106 532
Labor Market Analysis of Engineers and Technical Workers. ED 106 469//

Manpower Development Training Program

- Vocational Opinion Index. ED 107 697//

Manpower Needs

- Educational Needs Assessment of Adults in the Globe-Miami Area. Final Report. ED 107 336

- Interim Report and Synopsis of the Findings to Date of the Regents Task Force on Medical School Enrollment and Physician Manpower to the Regents of the University of the State of New York. ED 106 532
Labor Market Identification Model; Procedure in Labor Market Planning for Vocational Education Programs of Columbia Junior College. ED 107 338
Occupational Shortages Study Reporting System. ED 106 486
On the Process and Consequences of Job Rationing in Oregon's Declining Wood Products Industry. WRDC Discussion Paper No. 4. ED 106 494
Profile of a Rural Area Work Force: The Wyoming Uranium Industry. ED 107 410
Summary of Mountain County Labor Market and Its Implications for Vocational Programs at Columbia Junior College. Part 1 of Labor Market Planning for Vocational Education Programs of Columbia Junior College. ED 107 339

Manpower Utilization

- Interim Report and Synopsis of the Findings to Date of the Regents Task Force on Medical School Enrollment and Physician Manpower to the Regents of the University of the State of New York. ED 106 532

Manuals

- Aviation Machinist's Mate R 1 and C: Rate Training Manual. ED 106 513
Instructor Data Reporting Procedures. ED 106 670
Machinist's Mate 1 and C: Rate Training Manual. ED 106 658
Needs Assessment Package. ED 107 695
Official FFA Manual for the National Organization for Students of Vocational Agriculture. ED 106 447//
Ohio Career Development Program Inservice Procedures Manual. Final Draft. ED 106 560
Principles and Practices of Occupational Safety and Health: Administrator's Manual. ED 106 639
Signalman 1 and C: Rate Training Manual. Revised. ED 106 512
Storekeeper 1 and C: Rate Training Manual. Revised. ED 106 511
Student Media Center Manual. ED 107 221

Manufacturing

- A Comprehensive, Informational, Instructional Guide for the Implementation of Manufacturing in the Public School. ED 106 466

Manufacturing Industry

- Manufacturing Production: An Evaluation Report for the Occupational Exploration Program. ED 106 506

Manuscript Writing (Handlettering)

- Training Kindergarten Children in Tactile-Kinesthetic Skills Assumed to Be Related to Reading. Final Report. ED 107 372

Maps

- Bibliography on Computer Mapping. Exchange Bibliography No. 263. ED 106 957
Map Resources in San Francisco. ED 107 236

Map Skills

- Learning to Get Around. An Urban Environment Mapping Unit. ED 107 468

MARC

- Planning for Library Automation in the United States. ED 107 230

MARC II

- Current and Retrospective Sources of Machine Readable Monograph Cataloging Records: A Study of Their Potential Cost and Utility in Automated System Development at the University of Minnesota. ED 107 280

Marriage

- Marital and Procreative Projections of Northeast Alabama Youth: A Historical Comparison, 1966-1972. ED 107 388
Transition into Parenthood: The Social Psychological Effects of the First Child on Marital and Parent Behavior. A General Bibliography. ED 106 680

Maryland

- Media Center Facility Design for Maryland Schools. ED 107 297

Mass Media

- Racism and the Mass Media. ED 106 879//

Master Plans

- Educational Leadership in an Era of Accountability. ED 106 941
Planning: Two Year Colleges. ED 107 330

Masters Degrees

- An Information Systems' Approach to Higher Education and Post-Secondary Degrees. ED 107 642

Masters Theses

- An Annotated Bibliography of Selected Projects, Theses, and Dissertations on the American Indian by Arizona State University Students from 1943-1974. ED 107 425
A Bibliography of Dissertations, Theses, and Thesis Alternatives in Planning: 1965-1970. Exchange Bibliography No. 220. ED 106 952

Matching Familiar Figures Test

- Development of Selective Attention in Reflective and Impulsive Children. ED 106 723

Material Development

- Modifying English as a Second Language Materials (for Instructing ABE Students). ED 107 159
Prolegomena to the Language Syllabus. ED 107 121

Mathematical Models

- A Mathematical Model of the Illinois Interlibrary Loan Network: Project Report Number 2. ED 107 287

Mathematical Vocabulary

- The Ability of Sixth Grade Students to Associate Mathematical Terms With Related Algorithms. ED 107 500//

Mathematics

- Educational Technology in Special Education. Didakometry No. 43. ED 107 028
An Empirical Test of the Content Homogeneity Assumption Involved in Rasch Item Calibration. ED 107 675
Resource Services: Preliminary Curriculum Guide for Reading, Mathematics, Spelling, Writing, and Perceptual Development. ED 107 025
Science Books, Volume 10 Number 4. ED 107 512//

Mathematics Education

- Adoption of the Metric System by Consumers: A Program for New York State Cooperative Extension. ED 107 533
A Component for a Methods Course for Preservice Secondary School Mathematics Teachers Involving Computers and Other Laboratory Activities. ED 107 507//

- Mathematics and Sex.**
 Mathematics Learning in Early Childhood. ED 107 535
 Programs for Improving Elementary and Secondary School Education in Mathematics 1975. ED 107 534
 Prospective and Experienced Elementary Teachers: A Comparison of Mathematical Achievement and Attitudes. ED 107 531
 The Secondary School Mathematics Curriculum. ED 107 528
 The Structure of Experience Acquired While Learning to Solve a Class of Problems. ED 107 529
 A Study of Concrete and Formal Operations in School Mathematics: A Piagetian Viewpoint. ED 107 508//
 A Study of the Relationship Between Quantitative Methods and Achievement in High School and College Science Courses. ED 107 499//
 The Use of Interactive Computer Simulations for Sensitizing Mathematics Methods Students to Questioning Behaviors. ED 107 485
 Bibliography: Computers in the Mathematics and Science Classroom. ED 107 296
- Matrices**
 Exploring National Assessment Data Using Singular Value Decomposition. ED 107 720
- Maturation**
 A Developmental Study of Deaf Children's Semantic System. ED 107 065
- Maturity Tests**
 Psychosocial Maturity: A Preliminary Examination of Validation Techniques. Report No. 157. ED 107 712
- Measurement**
 Perimeter. A Mathematics Instructional Module. ED 107 493//
 Working Bibliography on Scaling Methods Appropriate for Analysis of Space Preferences. Exchange Bibliography No. 514. ED 106 906
- Measurement Instruments**
 Basic Internal Accountability Design for Career Guidance: An Affective Evaluation Report: Career Guidance Report No. 1. ED 106 451
 A Description of the New York City Infant Day Care Study: Infant Day Care Family Research. ED 107 364
 Development of a Dialect Differentiation Measure for Black English: A Pilot Study. ED 106 861
 Occupational Exploration Program: Evaluation Report Notebook--An Overview. ED 106 502
 The Responsive Classroom Observation Schedule--Background and Development. ED 107 375
- Measurement Techniques**
 Criterion-Referenced Testing and Measurement: A Review of Technical Issues and Developments. ED 107 722
 Design for Field Testing of Mountain-Plains Curriculum. ED 106 452
 The Drug Attitude Film: Development of a Measurement Technique for Assessing Attitudes Towards Adolescent Drug Users. A Preliminary Report Draft. ED 106 741
 Executive Competence in Preschool Children. ED 107 378
 Le test de closure: mesure de la lisibilité et de la compréhension (Cloze Test: Measure of Readability and Comprehension). ED 107 104//
 Measurement of Social Incompetency in Adolescents. Final Report. ED 107 694
- The National Home Start Evaluation. Interim Report 4: Summative Evaluation Results.** ED 107 380
- The Use of Reliability Coefficient to Increase Accuracy of the Calculation of n in Power Formulas.** ED 107 674
- Mechanical Equipment**
 Machinist's Mate 1 and C: Rate Training Manual. ED 106 658
- Media Research**
 A Planning Study for the Conversion of Recorded Books and Magazines from Rigid Discs to Cassettes and Flexible Discs. Final Report. ED 107 292
 A Selective Bibliography of Commercial Radio and Television Engineering. ED 107 263
- Media Selection**
 Technical Presentations in Multimedia: A Modular Approach. ED 107 244
- Media Specialists**
 NAEB Directory of Public Telecommunications, 1975. ED 107 227//
 A Short Bibliography on Library/Media Leadership. ED 107 288
 A Survey of Responsibilities of Indiana Public High School Audiovisual Personnel. ED 107 203
- Media Technology**
 The American Super-8 Revolution; Guide to Creative Filmmaking in the Classroom. ED 107 307
 A Selective Bibliography of Commercial Radio and Television Engineering. ED 107 263
 Technical Presentations in Multimedia: A Modular Approach. ED 107 244
- Medical Education**
 The Development, Field Testing and Evaluation of Three Hierarchies of Behaviorally Stated Objectives for the Chemistry Content of a Course of Instruction in Physical Science for Pre-Service Nursing Students. ED 107 450//
 Development of Career Opportunities for Technicians in the Nuclear Medicine Field. Final Report. ED 107 498
 Institute on Human Values in Medicine. Proceedings of the First Session, April 12-14, 1971. ED 107 537
 Institute on Human Values in Medicine. Proceedings of the Second Session, April 26-28, 1972. ED 107 538
 Institute on Human Values in Medicine. Third Proceedings, Southwest Regional Institute, October 17-19, 1973. ED 107 539
 Institute on Human Values in Medicine. Reports of the Institute Fellows. 1973-74. ED 107 540
 Institute on Human Values in Medicine. Human Values Teaching Programs for Health Professionals. ED 107 541
- Medical Students**
 The Socialization of Freshwomen Medical Students. ED 106 728
 A Survey of Evaluation Instruments Used in Clinical Clerkships in American Medical Schools. ED 107 713
- Medicine**
 Development of Career Opportunities for Technicians in the Nuclear Medicine Field. Final Report. ED 107 498
 Institute on Human Values in Medicine. Proceedings of the First Session, April 12-14, 1971. ED 107 537
 Institute on Human Values in Medicine. Proceedings of the Second Session, April 26-28, 1972. ED 107 538
 Institute on Human Values in Medicine. Third Proceedings, Southwest Regional Institute, October 17-19, 1973. ED 107 539
 Institute on Human Values in Medicine. Reports of the Institute Fellows. 1973-74. ED 107 540
 Institute on Human Values in Medicine. Human Values Teaching Programs for Health Professionals. ED 107 541
- Meetings**
 For Tomorrow's Agriculture: Proceedings of the National Convention of the Future Farmers of America (46th, Kansas City, Missouri, October 16-19, 1973). ED 106 446
- Memory**
 Remembering the Functional Sentence. ED 106 778//
 Task Structure and Cognitive Tempo Influence on Organizational Memory in Children. ED 106 722
- Mental Health**
 Bibliotherapy: Trends in the United States. ED 107 284
 Drug and Health Mediagraphy II: Mental Health. ED 106 993
 Middle-Level Workers: Characteristics, Training and Utilization of Mental Health Associates. Community Mental Health Monograph Series No. 8. ED 106 647//
- Mental Health Associates**
 Middle-Level Workers: Characteristics, Training and Utilization of Mental Health Associates. Community Mental Health Monograph Series No. 8. ED 106 647//
- Mentally Handicapped**
 Compendium of Law Suits Establishing the Legal Rights of Mentally Retarded Citizens. ED 107 018
 A Competency Based Special Education Undergraduate Internship at Western Carolina Center for the Mentally Retarded. ED 107 046
 The Hearing Impaired Mentally/Retarded: A Survey of State Institutions for the Retarded. Monograph No. 4. ED 106 994
 The Infant Development Center. ED 107 017
 Mainstreaming in Physical Education: A Positive Approach. ED 107 615
 The Mentally Retarded Enjoy Libraries Too. ED 107 293
 Planning Curriculum Development: With Examples from Projects for the Mentally Retarded. ED 107 020
 State of the Art: Diagnosis and Treatment. ED 107 068
 Training the Difficult Retardate. ED 107 033
- Merchandise Information**
 Development and Evaluation of Evaluation for Program Improvement. Far West Series in Instructional Planning.

- Meteorology**
Career Education Program: Geneva Area City Schools. [Grade 3 Units: Money and Banking, Weather, The Hospital Emergency Room, and Let's Go to Town].
ED 106 977
- Methods**
Contingency Contracting and Operant Behavior Change: An Exercise in Applied Behavior Analysis.
ED 106 597
- Methods Research**
Evaluation of Methodology for Estimating the Cost of Air Force On-The-Job Training. Final Report.
ED 106 684
- Metric System**
Adoption of the Metric System by Consumers: A Program for New York State Cooperative Extension.
ED 107 730
- Mexican American History**
Struggle for Independence: Mexico's Rebellion Against Spain. Social Studies. A Teacher's Guide for Grades 1-9.
ED 107 580
- Mexican Americans**
The Chicano and the Meaning of Mexico.
ED 107 391
The Kansas Migrant Survey: An Interpretive Profile of the Mexican-American Migrant Family.
ED 107 419
Mexican American Education. A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5.
ED 107 428
Patterns of Living in California's Migrant Labor Families. Research Monograph No. 12.
ED 107 359
The Recruitment, Channeling, and Placement of Chicano Teachers.
ED 107 430
- Mexico**
Struggle for Independence: Mexico's Rebellion Against Spain. Social Studies. A Teacher's Guide for Grades 1-9.
ED 107 580
- Microsimulation**
A Cluster of Technical Teaching Skills--Acquisition through Microsimulation and Evaluation through Microteaching.
ED 107 645
- Microteaching**
A Cluster of Technical Teaching Skills--Acquisition through Microsimulation and Evaluation through Microteaching.
ED 107 645
- Mid Atlantic Region SEIMC**
Mid-Atlantic Region Special Education Instructional Materials Center. Final Technical Report.
ED 107 080
- Middle Schools**
Career Education Instructional Guide.
ED 106 501
- Migrant Child Education**
Urban Appalachian School Children: The Least Understood of all. Working Paper No. 6.
ED 107 737
- Migrant Children**
How To Cope with the Transient Child.
ED 106 916
The Uniform Migrant Student Record Transfer System. A Position Paper.
ED 107 440
- Migrant Education**
Title I Migrant Education Program. Education Briefing Paper.
ED 107 413
- Migrant Student Record Transfer System**
How To Cope with the Transient Child.
ED 106 916
- Migrant Workers**
The Bunkhouse Man. A Study of Work and Pay in the Camps of Canada 1903-1914.
ED 106 528//
The Kansas Migrant Survey: An Interpretive Profile of the Mexican-American Migrant Family.
ED 107 419
Patterns of Living in California's Migrant Labor Families. Research Monograph No. 12.
ED 107 359
- Migration Patterns**
The Black Population: Location, Migration and Education.
ED 107 744
- Military Personnel**
The Attractiveness of Air Force Non-Monetary Benefits. Final Report, Period July 1972 - June 1974.
ED 106 489
Evaluation of Methodology for Estimating the Cost of Air Force On-The-Job Training. Final Report.
ED 107 730
Prediction of Grades and Satisfaction Using the Strong Vocational Interest Blank.
ED 107 708//
- Military Schools**
Women as Cadets: An Analysis of the Issue.
ED 107 194
- Military Service**
Relative Validity of Two Item Formats for Obtaining Length of Service Data from Job Inventories. Interim Report, July '71-August '73.
ED 107 703
- Military Training**
An Assessment of U.S. Navy Tactical Team Training. Final Report.
ED 107 303
Incentive Motivation Techniques Evaluation in Air Force Technical Training. Final Report for Period June 1971-April 1974.
ED 106 467
Perspectives on Simulation and Miniaturization. Professional Paper No. 1472.
ED 107 252
Storekeeper 1 and C: Rate Training Manual. Revised.
ED 106 511
Use of Computer-Assisted Instruction for Interpersonal Skill Training: A Pilot Study.
ED 107 238
- Miniaturization**
Perspectives on Simulation and Miniaturization. Professional Paper No. 1472.
ED 107 252
- Minicomputers**
Applications of Minicomputers to Library and Related Problems. Papers Presented at the 1974 Clinic on Library Applications of Data Processing, April 28-May 1, 1974.
ED 107 261//
A Minicomputer as Front End Processor for an Automated Library System.
ED 107 208
- Minneapolis**
Television Watching and Family Tension.
ED 107 249
- Minnesota**
Bridging the Gap: The Twin Cities Native American Community.
ED 107 412
A School District Looks at an Alternative to Half-Day, Every Day Kindergarten Programs.
ED 107 347
Special Education Administration Training Project Program Description.
ED 106 523
- Minority Groups**
A Better Chance to Learn: Bilingual-Bicultural Education. Clearinghouse Publication No. 51.
ED 107 417
Contemporary Puerto Rican, Cuban-in-Exile, and Mexican-American Literature in a Pluralistic Society.
ED 107 150
Manual for Affirmative Action Program Development and Implementation in Higher Education Institutions.
ED 107 193
Minority Cultures: Supplement to Primary Social Studies Guide [And] Minority Cultures: Supplement to Intermediate Social Studies Guide.
ED 107 882
- Minority Trainees on Speech Satellite Teams: A Manual of Organization and Instruction.**
ED 107 022
- Missouri**
The Opinions of Northeast Missouri Social Studies Teachers Related to Student Teacher Placement and Evaluation.
ED 107 666
- Mitochondria**
Effects of Fixatives and Buffers upon the Morphology of Heart and Skeletal Muscle Mitochondria from Exhausted Rats.
ED 107 634
- Mobile Educational Services**
Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, and Coconino -- 1971/72.
ED 107 401
Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, & Coconino Counties -- 1972/73.
ED 107 402
- Mod 2 Kindergarten Stories**
Descriptions of the Structure and Ordering of Language in the Mod 2 Kindergarten Stories. Technical Note No. 2-72-34.
ED 106 772
- Models**
The Academy for Career Education: Diffusion Issues.
ED 106 663
Architectural Simulation: A Mini-bib. Exchange Bibliography No. 200.
ED 106 950
A CBTE Curriculum Model and Directions for its Assembly.
ED 107 605
A Cognitive Self-Instructional Modeling Approach Vs. The Carkhuff Model For Training Empathy.
ED 106 726
Conceptualization of Prototype Placement Program.
ED 106 649
Convergent and Discriminant Validation of Three Classroom Observation Systems: A Proposed Model.
ED 107 723
The Development and Implementation of a Model for Comparing Instructional Alternatives.
ED 107 214
Different Strokes: Models of Drug Abuse Prevention Education.
ED 106 743
Educational Technology in Special Education. Didakometry No. 43.
ED 107 028
Evaluation of Follow Through Programs by Follow Through Sponsors 1970-71. A Summary, Analysis, and Review.
ED 107 369
A Field Centered Competency Based Education Model.
ED 106 940
The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 1: The Federal Library Model. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.
ED 107 204
A Guide for the Development of Career Education.
ED 106 552
Micro-Analytical Procedures and the Multidimensional Treatment of Classroom Interaction in Science Teaching.
ED 107 463//
Models for a Beginning Theory of Criterion-Referenced Tests.
ED 107 702
Needs Assessment: Needs and Goals -- Model: East Stroudsburg. Project NAMES Workbook.
ED 106 989
Perspectives on Simulation and Miniaturization. Professional Paper No. 1472.
ED 107 252
Planning Curriculum Development: With Examples from Projects for the Mentally Retarded.
ED 107 020

- Planning for Career Education Programs: Guidelines for Local Planners.**
ED 106 656
- Polynomial Representation of Teacher Behavior.**
ED 106 718
- Racial Models of the Consistency of Occupational Status Projections: Submodeling Using the Heise Path-Panel Method. Preliminary Draft.**
ED 107 734
- A Sourcebook for the Evaluation of Instructional Materials and Media.**
ED 107 050
- Standards for Library Service: An International Survey.**
ED 107 286//
- Modernization**
The Underdevelopment and Modernization of the Third World. Commission on College Geography. Resource Paper No. 28.
ED 107 546//
- Modern Language Curriculum**
Language and International Studies. Georgetown University Round Table on Languages and Linguistics 1973.
ED 107 109//
- University of Minnesota Foreign Language Curriculum Units.**
ED 107 127
- Money Management**
Summative Evaluation of the Money Unit of the Money, Measurement and Time Program. Research Report No. 70.
ED 107 004
- Mongolism**
A Semantic-Relational-Concepts Based Theory of Language Acquisition as Applied to Down's Syndrome Children: Implication for a Language Enhancement Program. Research Report No. 62.
ED 107 000
- The Severe Nature of Verbal Learning Deficits in Preschool Down's Syndrome (Mongoloid) Children. Research Report No. 69.**
ED 107 003
- Montana**
The Life Career Development Program; Guidelines for Organization.
ED 106 667
- Morphology (Languages)**
Agreement. Working Papers on Language Universals, No. 5.
ED 107 111
- Major Problems of Dari Speakers in Mastering Pashto Morphology.**
ED 107 162
- Word Formation: The Anarchy of the Art.**
ED 107 107
- Morphophonemics**
New Mexican Spanish Verb Forms.
ED 107 105
- Motion**
Physical Education '73.
ED 107 599
- Motivation**
The Attractiveness of Air Force Non-Monetary Benefits. Final Report, Period July 1972 - June 1974.
ED 106 489
- On the Determinants of Student Performance in a Verified Instructional Program.**
ED 106 662
- The Motivational Component of Stated Expectancies in Children at Two Developmental Levels.**
ED 106 739
- Personal Causation Training and Goal Setting in Seventh Grade.**
ED 106 725
- Symposium Proceedings—Occupational Research and the Navy—Prospectus 1980. Technical Report No. 74-14.**
ED 106 646
- Varieties of Achievement Motivation.**
ED 106 737
- Motivation Techniques**
Incentive Motivation Techniques Evaluation in Air Force Technical Training. Final Report for Period June 1971-April 1974.
ED 106 467
- Motor Development**
Motor Development in Early Childhood: A Guide for Movement Education with Ages 2 to 6.
ED 107 620//
- Movement Education**
Motor Development in Early Childhood: A Guide for Movement Education with Ages 2 to 6.
ED 107 620//
- Physical Education '73.**
ED 107 599
- Multicampus Districts**
Central Administration in Multi Unit Community Colleges.
ED 107 328
- Enrollment and Attendance: 1965-1975. Research Report No. 75-04.**
ED 107 313
- Multidimensional Scaling**
Working Bibliography on Scaling Methods Appropriate for Analysis of Space Preferences. Exchange Bibliography No. 514.
ED 106 906
- Multimedia Instruction**
The Acquisition of Nonverbal Behaviors by Preservice Science Teachers and Their Application During Student Teaching.
ED 107 457//
- Basic Teaching Kit on Consumer Advertising.**
ED 107 577//
- Birch Lane Elementary School Media Services Program.**
ED 106 806
- A Comparison of Lab Method Films with Traditional Instruction in the Introductory Physics Laboratory.**
ED 107 455//
- Using Media to Stimulate Inquiry. Instructor's Guide and Participant's Manual. Teaching Procedures for the New Social Studies.**
ED 107 547
- Multiple Choice Tests**
An Approximately Reproducing Scoring Scheme that Aligns Random Response and Omission. Memorandum Report for Period July 1970-July 1971.
ED 107 707
- Multiply Handicapped**
State of the Art: Diagnosis and Treatment.
ED 107 068
- Multunit Schools**
Pertinent Data Bulletin 1974-1975; Individually Guided Education/Multi-Unit Schools.
ED 107 624
- Muscular Strength**
The Effects of High Intensity Exercise on Overall Leg Strength of Non-Sickel-Cell-Trait and Sickel-Cell-Trait Individuals.
ED 107 638
- Effects of Manual Negative Accentuated Resistance on Strength and/or Muscular Endurance.**
ED 107 662
- Exercise Prescription.**
ED 107 659
- Museums**
Museums USA: Art, History, Science, and Other Museums.
ED 107 581
- Ways to Environmental Education, Volume 4.**
ED 107 579
- Music**
Exploring Careers in Music.
ED 106 585
- Music Activities**
Songs of '76: A Folksinger's History of the Revolution.
ED 107 573//
- [Sound-Word-Sentence-Meaning Song Cards].**
ED 106 789
- National Advisory Council on Indian Education**
Through Education: Self Determination—A Bicentennial Goal for American Indians. The Second Annual Report to the Congress of the United States from the National Advisory Council on Indian Education.
ED 107 438
- National Assessment of Educational Progress**
Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720
- National Conference on Studies in Reading**
Assessment of Reading Comprehension, Panel 5; Conference on Studies in Reading (Washington, D.C., August 1974).
ED 106 831
- Semantics, Concepts, and Culture, Panel 1; Conference on Studies in Reading (Washington, D.C., August 1974).**
ED 106 830
- National Conference Visual Information Processing**
Report of the Conference on Visual Information Processing Research and Technology (Columbia, Maryland, June 10-21, 1974).
ED 106 752
- National Consortium for Humanizing Education**
Effects of Training in Interpersonal Skills: Research Summary. National Consortium for Humanizing Education Interim Report No. 4.
ED 106 733
- Interpersonal Skills Training for Teachers. National Consortium for Humanizing Education, Interim Report No. 2 (Introductory Materials).**
ED 106 731
- Maintaining Reliability in a Longitudinal Study. National Consortium for Humanizing Education, Interim Report No. 1.**
ED 106 730
- Response Surface Analysis. National Consortium for Humanizing Education, Interim Report No. 3.**
ED 106 732
- National Council of Teachers of Mathematics**
Mathematics Learning in Early Childhood.
ED 107 534
- A Study of the Degree to Which Seventh, Eighth, and Ninth Grade Students Have Obtained Minimum Mathematical Competencies and Skills as Recommended by the National Council of Teachers of Mathematics.**
ED 107 501//
- National Indian Education Act 1972**
The Indian Education Act of 1972. Report of Progress for the Second Year of the Program.
ED 107 446
- National Institute of Education**
A Legislative History of the National Institute of Education.
ED 106 925
- A Proposed National Institute of Education Postsecondary Education Program.**
ED 107 197
- State Education Agencies and the National Institute of Education.**
ED 107 305
- National Libraries**
The Future of Card Catalogs. Report of a Program Sponsored by the Association of Research Libraries, January 18, 1975.
ED 107 210
- National Norms**
Occupational Prestige Among the Choctaw Indians.
ED 107 393
- National Organizations**
Official FFA Manual for the National Organization for Students of Vocational Agriculture.
ED 106 447//
- National Programs**
Case Studies in Special Education: Cuba, Japan, Kenya, Sweden.
ED 107 048//
- Toward a National Program for Library and Information Services: Goals for Action.**
ED 107 312
- National Regional Resource Center**
National Regional Resource Center of Pennsylvania. Final Technical Report.
ED 107 079

250 Subject Index

National Science Foundation

Pre-College Science Curriculum Activities of the National Science Foundation. Report of the Science Curriculum Review Team, Volume 1 - Findings and Recommendations. ED 107 530

Major Programs for Improving Elementary and Secondary School Education in Mathematics 1975. ED 107 531

National Surveys

Adoption of Innovation in Urban Schools. Final Report. ED 107 748

Exploring National Assessment Data Using Singular Value Decomposition. ED 107 720

The Meaning of Competency for an English Major on a Competency-Based Curriculum in a Liberal Arts College as Perceived by Practitioners. ED 106 870

Museums USA: Art, History, Science, and Other Museums. ED 107 581

Planning and Programming for Handicapped Young Children; Tadscrip 4. ED 107 021

Standards for Library Service: An International Survey. ED 107 286//

The Status of Environmental Education in Connecticut's Elementary and Secondary Schools 1973-1974. ED 107 483

Structural Change in the Occupational Composition of the Female Labor Force. ED 106 543

Survey Data for Trend Analysis. An Index to Repeated Questions in U. S. National Surveys Held by the Roper Public Opinion Research Center. ED 107 542

Taxonomy and Profiles of Career Education. Volumes 1-4. ED 106 516

Year-Round Education Activities in the United States. Third Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States. ED 106 912

Natural Resources

A Guidebook to Guidebooks. An Urban Environmental Education Resource Book. ED 107 469//

A Guide to Running a Recycling Project, Second Edition. ED 107 479

Housing in the Urban Environment. ED 107 466

Learning to Get Around. An Urban Environment Mapping Unit. ED 107 468

Natural Sciences

A Study of Tracking as a Multiple Option Approach in the Department of Natural Science at Michigan State University. ED 107 451//

Nature Centers

Urban Wild: A Manual for the Development, Implementation, and Operation of Nature Centers on School Campuses. ED 107 473//

Nature Nurture Controversy

....Speak No Freewill (Piaget vs. Skinner). Developmental Program Report No. 38. ED 107 345

Navy

Symposium Proceedings--Occupational Research and the Navy--Prospectus 1980. Technical Report No. 74-14. ED 106 646

Nebraska

Midwest Regional Media Center for the Deaf. Final Technical Report. ED 107 081

Needle Trades

Exploring Careers in Textile Manufacturing and Services. ED 106 588

Needs

Corrections--Past and Present.

Planning and Programming for Handicapped Young Children; Tadscrip 4. ED 107 021

Planning for Career Education Programs: Guidelines for Local Planners. ED 106 656

Needs Assessment

Needs Assessment: A Focus for Curriculum Development. ED 107 619

Needs Assessment: Needs and Goals -- Model: East Stroudsburg. Project NAMES Workbook. ED 106 989

Planning for Career Education Programs: Guidelines for Local Planners. ED 106 656

Neglected Languages Materials Conference 1974

Needed Materials for Instruction in Languages of Southeast Asia. ED 107 129

Reconsideration of Language Priorities: Africa. ED 107 130

Negro Dialects

Development of a Dialect Differentiation Measure for Black English: A Pilot Study. ED 106 861

A Threat to the Black Dialect: An Approach That Works. ED 106 874

Negro Education

Manumission Societies and African Free Schools. ED 107 557

A Threat to the Black Dialect: An Approach That Works. ED 106 874

Negroes

The Black Population: Location, Migration and Education. ED 107 744

Black Religion: A Bibliography of Fisk University Library Materials Relating to Various Aspects of Black Religious Life. ED 107 309

The Mature, Married Black Female in Academe. ED 106 711

Residence Differences in Characteristics of Black, Lower-Class Families. Departmental Information Report No. 74-10. ED 107 750

Negro History

The Black Church in America. ED 107 576

Black Religion: A Bibliography of Fisk University Library Materials Relating to Various Aspects of Black Religious Life. ED 107 309

Manumission Societies and African Free Schools. ED 107 557

Negro Literature

ACTFL Workshop Proceedings: Black Literature of French Expression. ED 107 103

Career Development Guides: Career Awareness Through Afro-American Literature. ED 106 629

The Existential Dimensions of Afro-American Literature. ED 106 876

Negro Students

Developmental Aspects of Pupil Performance on Bilingual Tests. Research and Development Memorandum No. 137. ED 106 867

A Threat to the Black Dialect: An Approach That Works. ED 106 874

Negro Youth

The Influence of Family Size on Learning Readiness Patterns of Socioeconomically Disadvantaged Preschool Blacks. ED 107 385

Perceived Occupational Goal Blocks of Southern Youth. ED 107 394

Networks

Community--Network--Communication: An Annotated Bibliography. Exchange Bibliography Nos. 282-283. ED 106 963

Neurolinguistics

Heterogeneity in Language and Speech: Neurolinguistic Studies. Working Papers in Phonetics, No. 29. ED 107 160//

New England

Sports and Games in New England Schools and Academies 1780-1860. ED 107 598

New Hampshire

A Final Evaluation Report for the Five Years of Operation (1969-1974) [of the Bilingual Education Program in Greenville, New Hampshire]. ED 107 124

New Hyde Park Public Library

New Hyde Park Public Library; A Study. ED 107 266

New Jersey

Educational Programs That Work. A Catalogue of Demonstration Sites of Successful Educational Programs Developed through the New Jersey Elementary and Secondary Education Act, Title III Program. 1974-75 Edition. ED 107 671

ESEA, Title III Dissemination Program Evaluation Report, 1972-73, 1973-74. Sections I and II. ED 107 655

Five Years of Special Education and Psychiatry in Suburbia: A Review, Survey, and Critique. ED 107 070

Pertinent Data Bulletin 1974-1975; Individually Guided Education/Multi-Unit Schools. ED 107 624

New Mexico

Navajo Education Resource Center, Many Farms, Arizona. Final Technical Report, 1973-1974. ED 107 087

The Southwest Regional Resource Center; A Compilation in Retrospect. Final Technical Report. ED 107 085

Newsletters

Council of Europe News-Letter 5/74. ED 107 486

ERIC Newsletters: Their Content, Uses and Users. ED 107 234//

The Growth of Alternative Public Schools: The 1975 ICOPE Report. ED 106 898

Newspaper Clipping Files

An Alternative System of Subject Classification for Media Libraries. ED 107 275

Library Files; Open or Closed to Readers? ED 107 276

Newspapers

An Alternative System of Subject Classification for Media Libraries. ED 107 275

Career Education Program: Geneva Area City Schools. [Grade 5 Units: Communications Through Conservation, Getting to Know Your Newspaper, and Television]. ED 106 599

Information Service. ED 107 277

Library Files; Open or Closed to Readers? ED 107 276

Photo Storage and Retrieval. ED 107 278

Subject Classification. ED 107 273

Will Microfilm and Computers Replace Clippings? ED 107 274

New York

A Directory of College and University Libraries in New York State. 1973, Eighth Edition. ED 107 209

Fiscal Guidelines for Federally Funded Projects.

- ED 106 984
Lifetime Sports Instruction Offered to Pupils in
New York State Public Secondary Schools.
ED 107 625
Structural Change in the Occupational Com-
position of the Female Labor Force.
ED 106 543
- New York City Community College**
Profile Characteristics of Entering Students:
1974-75.
ED 107 341
- New York City Infant Day Care Study**
Assessment of Children's Psychological
Development and Data Analytic Framework in
New York City Infant Day Care Study.
ED 107 362
A Description of the New York City Infant
Day Care Study: Health, Nutrition and Physical
Development.
ED 107 363
A Description of the New York City Infant
Day Care Study: Infant Day Care Family
Research.
ED 107 364
The New York City Infant Day Care Study
Design.
ED 107 360
Observing and Assessing Infant Day Care En-
vironment.
ED 107 361
- New Zealand**
Trends and Issues in Early Childhood Educa-
tion.
ED 107 355
- Nineteenth Century Literature**
From Typology to Topography in Clarence
King's "Mountaineering in the Sierra Nevada."
ED 106 853
- Nippon Hoso Kyokai**
Educational Broadcasts of NHK. Special Issue
of NHK Today and Tomorrow.
ED 107 247
- Nominals**
Development of Syllabic Nasals: The Case of
the Bantu Noun Class Prefixes "Mu-, "Mi-,"
"Ma-." Working Papers on Language Univers-
als, No. 2.
ED 107 110
- Noncollege Preparatory Students**
A Language Arts Program for the
Nonacademic Students on the Secondary
Level.
ED 106 785
- Nonprofessional Personnel**
The Development of the Undergraduate
Paraprofessional: Selection, Training and Su-
pervision.
ED 106 736
- Nonpublic School Aid**
Meek Et. Al. v. Pittenger, Secretary of Educa-
tion, Et. Al. Supreme Court of the United
States. Appeal from the United States District
Court for the Eastern District of Pennsylvania,
No. 73-1765. Argued February 19, 1975--De-
cided May 19, 1975.
ED 106 935
- Nonresident Students**
Nonresident Student Enrollment in State In-
stitutions of Higher Education: An Overview.
ED 107 183
- Nonstandard Dialects**
Developmental Aspects of Pupil Performance
on Bidialectal Tests. Research and Develop-
ment Memorandum No. 137.
ED 106 867
Ethnics, Emics, and the New Ideology: The
Identity Potential of Indian English.
ED 107 119//
Reappraisal of the Voicing Constraint in Con-
sonant Cluster Simplification.
ED 107 145
- Nontraditional Students**
Commitment to the Nontraditional Student.
Topical Paper No. 51.
ED 107 327
- Nonverbal Communication**
The Acquisition of Nonverbal Behaviors by
Preservice Science Teachers and Their Appli-
cation During Student Teaching.
ED 107 457//
Animal and Human Communication.
ED 106 883
- Norms**
Survey-'71. A Follow-Up of '71 Fredonia Grad-
uates.
ED 107 187
- North Carolina**
College Enrollments and Projections in North
Carolina, 1975-80.
ED 107 196
North Carolina Community College System
Biennial Report, 1972-1974.
ED 107 337
Policies of Senior Colleges and Universities
Concerning Transfer Students From Two-Year
Colleges in North Carolina, 1974.
ED 107 174
- Northeast Academic Science Information
Center**
NASIC at MIT. Final Report, 1 March 1974
through 28 February 1975. Report ESL-FR-
587.
ED 107 226
Northeast Academic Science
Information
Center (NASIC) Year 2 Report, March 1974
through February 1975.
ED 107 211
- Northwest Regional Educational Laboratory**
Educational Research and Development Makes
a Difference in Schools. Annual Report to
Members.
ED 107 223
- Novels**
John Updike and Norman Mailer: Sport In-
ferences.
ED 107 665
- Nuclear Energy**
Atomic Fuel, Understanding the Atom Series.
Revised.
ED 107 517
Atomic Power Safety.
ED 107 518
- Nuclear Physics**
Atomic Fuel, Understanding the Atom Series.
Revised.
ED 107 517
Atomic Power Safety.
ED 107 518
A Bibliography of Basic Books on Atomic
Energy. Update.
ED 107 519
Controlled Nuclear Fusion.
ED 107 520
Nuclear Power Plants. Revised.
ED 107 522
Nuclear Reactors. Revised.
ED 107 523
Radioactive Wastes. Revised.
ED 107 524
- Nursing**
The Development, Field Testing and Evalua-
tion of Three Hierarchies of Behaviorally
Stated Objectives for the Chemistry Content of
a Course of Instruction in Physical Science for
Pre-Service Nursing Students.
ED 107 450//
Learning Center Guide; Helene Fuld School of
Nursing.
ED 107 233
Nursing Evaluation: The Problem and the
Process: The Critical Incident Technique.
ED 106 468//
- Nutrition**
Drug and Health Mediagraphy: Personal
Health.
ED 106 992
An Evaluation of the Influence of the Ex-
panded Food and Nutrition Education Program
in Missouri.
ED 106 472
Nutrition and Health.
ED 107 604
- Objectives**
Accountability in Guidance. Searchlight: Rele-
vant Resources in High Interest Areas.
Retrospective Search 19R.
ED 106 747
A Study of the Degree to Which Seventh,
Eighth, and Ninth Grade Students Have Ob-
tained Minimum Mathematical Competencies
and Skills as Recommended by the National
Council of Teachers of Mathematics.
ED 107 501//
Trends and Issues in Early Childhood Educa-
tion.
ED 107 355
- Objective Tests**
Models for a Beginning Theory of Criterion-
Referenced Tests.
ED 107 702
- Observation**
A Pilot Project to Examine Whether Teachers
"Turn On" Only When Observers Are Present.
ED 107 622
- Observer Presence**
A Pilot Project to Examine Whether Teachers
"Turn On" Only When Observers Are Present.
ED 107 622
- Occupational Aspiration**
Occupational Prestige Among the Choctaw In-
dians.
ED 107 393
Perceived Occupational Goal Blocks of
Southern Youth.
ED 107 394
Racial Models of the Consistency of Occupa-
tional Status Projections: Submodeling Using
the Heise Path-Panel Method. Preliminary
Draft.
ED 107 734
- Occupational Choice**
Educational Advising and Vocational Choice.
Searchlight: Relevant Resources in High In-
terest Areas. Retrospective Search 18R.
ED 106 746
Resource Unit for Levels Nine and Ten Using
the Occupational Clusters in Career Explora-
tion. Lincoln County Exemplary Program in
Vocational Education.
ED 106 572
- Occupational Clusters**
Career Clusters: What They Are and How to
Use Them: Counselor Guide.
ED 106 616
Career Orientation Curriculum Guide: 7-8.
ED 106 550
Cluster Interest Inventory.
ED 106 617
Elementary Career Education Guide, Volume
2: Career Awareness-Primary.
ED 106 611
Elementary Career Education Guide, Volume
2B: Career Awareness-Intermediate.
ED 106 612
Elementary Career Education Guide, Volume
3: Economic Awareness.
ED 106 613
Elementary Career Education Guide, Volume
4: Beginning Competency.
ED 106 614
Elementary Career Education Guide, Volume
5: Appreciation-Attitudes, Decision Making,
Educational Awareness, and Employability.
ED 106 615
Handbook of Career Information Resources.
ED 106 622
Occupations, U. S. A.
ED 106 593
Resource Unit for Levels Nine and Ten Using
the Occupational Clusters in Career Explora-
tion. Lincoln County Exemplary Program in
Vocational Education.
ED 106 572
Resource Unit for Levels Seven and Eight
Using the Occupational Clusters in Career
Orientation. Lincoln County Exemplary Pro-
gram in Vocational Education.
ED 106 571
- Occupational Guidance**
Basic Internal Accountability Design for Career
Guidance: An Affective Evaluation Report:
Career Guidance Report No. 1.
ED 106 451
Career Guidance Materials: Implications for
Women's Career Development. Research and
Development Series No. 97.
ED 106 542
A Developmental Approach to Career
Guidance, Counseling and Placement: New
Hampshire Guidelines.
ED 106 623

252 Subject Index

- An Evaluation of the Status of the Occupational Specialist in Florida: Final Report. ED 106 537
- The Life Career Development Program; Guidelines for Organization. ED 106 667
- Occupational Home Economics**
Exploring Careers in Food Preparation and Services. ED 106 584
- Occupational Information**
Career Education Materials Catalog: Grades 7-12. ED 106 548
- Career Education: The Leisure Occupations Cluster. Information Series No. 86. ED 106 534
- Elementary Career Education Activities: K-3. ED 106 544
- Elementary Career Education Activities: Grades 4, 5, 6. ED 106 545
- Elementary School Project for Level Five: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 569
- Exploring Careers in Building and Plant Maintenance. ED 106 589
- Exploring Careers in Education. ED 106 577
- Exploring Careers in Electricity-Electronics. ED 106 576
- Exploring Careers in Environmental Protection. ED 106 575
- Exploring Careers in Food Preparation and Services. ED 106 584
- Exploring Careers in Graphic Reproduction and Printing Occupations. ED 106 581
- Exploring Careers in Health and Medicine. ED 106 587
- Exploring Careers in International Travel, Trade and Communications. ED 106 586
- Exploring Careers in Law Enforcement. ED 106 592
- Exploring Careers in Ornamental Horticulture. ED 106 582
- Exploring Careers in Photography. ED 106 578
- Exploring Careers in Public and Civil Service Occupations. ED 106 579
- Exploring Careers in Radio and Television Program Production. ED 106 583
- Exploring Careers in Textile Manufacturing and Services. ED 106 588
- Exploring Careers in Visual Advertising Services. ED 106 580
- Exploring Careers in Writing for the Market. ED 106 590
- Exploring Writing Careers in Journalism. ED 106 591
- Iowa Priority Program Areas Requiring Specialized Training of Less Than Baccalaureate Degree. ED 106 655
- Mountain-Plains Master Course List. Curriculum Areas: Job Titles: Learning Activity Packages: Courses: Units. ED 106 453
- Parents: Key People to Assist in Occupational Decision Making (Project Number 1100). Final Report. ED 106 687
- Relative Validity of Two Item Formats for Obtaining Length of Service Data from Job Inventories. Interim Report, July '71-August '73. ED 107 703
- Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation. Lincoln County Exemplary Program in Vocational Education. ED 106 571
- Resource Unit-Level Six. Lincoln County Exemplary Program in Vocational Education. ED 106 570
- Suggested Resource and Instructional Materials for Obtaining Information About Careers. Bulletin No. 42-974. ED 106 653
- Occupational Mobility**
On the Process and Consequences of Job Rationing in Oregon's Declining Wood Products Industry. WRDC Discussion Paper No. 4. ED 106 494
- Structural Change in the Occupational Composition of the Female Labor Force. ED 106 543
- Occupational Safety**
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet One. ED 106 640
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Two. ED 106 641
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Three. ED 106 642
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Four. ED 106 643
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Five. ED 106 644
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Six. ED 106 645
- Occupational Surveys**
Individual Reactions to Work: The Compensatory and Spillover Models Re-Examined. Technical Report No. 32. ED 106 496
- Job Specialization, Work Values and Worker Dissatisfaction. Technical Report No. 29. ED 106 495
- Occupational Shortages Study Reporting System. ED 106 486
- Occupational Tests**
Job Readiness Posture Scales: A New Tool to Aid in Transition from Enrollee to Worker Status. ED 107 700
- Relative Validity of Two Item Formats for Obtaining Length of Service Data from Job Inventories. Interim Report, July '71-August '73. ED 107 703
- Occupations**
Cluster Interest Inventory. ED 106 617
- Developing Career Education; 7-12 Instructional Units. ED 106 621
- Developing Career Education; Grades 3-6 Instructional Units. ED 106 620
- Developing Career Education; K-2 Instructional Units. ED 106 619
- Occupational Awareness through Dramatic Play: A Curriculum Guide for Primary Grades: Parts 1 and 2. ED 106 669
- Occupations, U. S. A. ED 106 593
- Symposium Proceedings--Occupational Research and the Navy--Prospectus 1980. Technical Report No. 74-14. ED 106 646
- Oceanology**
Maryland Environmental Education Survey. Part One: The Chesapeake Bay as an Integral Part of the Environmental Education Program. Progress Report. ED 107 475//
- Odors**
Exploring Your Sense of Smell. Science Study Aid No. 10. ED 107 513
- Office Occupations**
A Self-Help Program for One Parent Households. Final Report. ED 106 473
- Office Occupations Education**
A Guide to the Operation of a Basic and Clerical Skills Program for AFCD [Aid to Families With Dependent Children] Trainees. ED 106 474//
- Ohio**
Computer Services: Two Year Colleges. ED 107 331
- Personnel Management: Two Year Colleges. ED 107 333
- Planning: Two Year Colleges. ED 107 330
- Program Budgeting: Two Year Colleges. ED 107 332
- Schedule Building and Student Registration: Two Year Colleges. ED 107 329
- Student Media Center Manual. ED 107 221
- Ohio (Warren)**
World of Work: K-10 Continuum. ED 106 556
- Ohio Career Development Program**
Ohio Career Development Program Inservice Procedures Manual. Final Draft. ED 106 560
- Oklahoma**
An Assessment of Selected Oklahoma Public School Personnel's Opinions of the Public Junior College. ED 107 321//
- Old English**
A Demystification of Syntactic Drift. Montreal Working Papers in Linguistics, Vol. 3. ED 107 120
- Older Adults**
Aging and Motor Skill: A Research Frontier. ED 107 633
- Health Maintenance Education and Services for Senior Adults: Program Resume: Project S.M.I.L.E. [Services to Maintain Independent Living for the Elderly]. ED 106 524
- Learning Process in Aging and Adult Education. ED 106 734
- The Perceived Role of Institutions of Higher Education in Serving the Aging. ED 107 180
- Selected Issues on Aging. ED 106 735
- Teaching English as an Additional Language to Older People: A Case Study. ED 106 535
- One Parent Family**
A Self-Help Program for One Parent Households. Final Report. ED 106 473
- On Line Systems**
Current and Retrospective Sources of Machine Readable Monograph Cataloging Records; A Study of Their Potential Cost and Utility in Automated System Development at the University of Minnesota. ED 107 280
- A Minicomputer as Front End Processor for an Automated Library System. ED 107 208
- Northeast Academic Science Information Center (NASIC) Year 2 Report, March 1974 through February 1975. ED 107 211
- Ontario**
Student Social and Achievement Patterns as Related to Secondary School Organizational Structures. The Individualized System. H.S.1 Studies. ED 106 899//
- On the Job Training**
The Cooperative Distributive Education Program for Employers of Cooperative Distributive Education Students. ED 106 481
- Evaluation of Methodology for Estimating the Cost of Air Force On-The-Job Training. Final Report. ED 107 730
- Open Education**
A Comparison of Different Approaches for Educating Young Gifted Children. (RAPYD II Project). ED 107 052
- The Effect of the Open Classroom Environment on Locus of Control. ED 107 224
- Environment and Space Utilization: Project LEM. ED 106 902

- The Growth of Alternative Public Schools: The 1975 ICOPE Report.**
ED 106 898
- Innovations in Classroom Organization.**
ED 106 895
- Organization and Curriculum: Project LEM.**
ED 106 901
- Open Plan Schools**
Environment and Space Utilization: Project LEM.
ED 106 902
- Operant Conditioning**
Contingency Contracting and Operant Behavior Change: An Exercise in Applied Behavior Analysis.
ED 106 684
- Operationalization**
Field Test of the Operationalization of Fuzzy Concepts with Small Children.
ED 107 596
- Opinions**
The State of the Thought.
ED 107 647
- Optacon**
Educational Evaluation of the Optacon (Optical-to-Tactile Converter) as a Reading Aid to Blind Elementary and Secondary Students. Final Report.
ED 107 294
- Oral Communication**
The Language of Inquiry and the Language of Authority.
ED 106 869
- Russian: An Active Introduction.**
ED 107 097
- Oral Expression**
Structure and Organization of the SWRL Drama and Public Speaking Program for 1972-73 Tryout.
ED 106 886
- Oral Reading**
Bicentennial Plays and Programs.
ED 106 858//
- Organization**
Market Scenarios and Alternative Administrative Frameworks for U.S. Educational Satellite Systems. Memorandum No. CG-75/2.
ED 107 268
- Organization and Administration of the Department of Research and Development in the Cincinnati Public Schools.**
ED 106 896
- Organizing for Effective Research Management in a Large Urban School System.**
ED 106 986
- Progress Report on Rural Development for Fiscal Year 1970.**
ED 107 432
- Organizational Change**
The Columbia University Management Program.
ED 107 283
- Organizational Communication**
The Identification of Communication Competencies Required by Future Businesspersons: An Application of the Delphi Method.
ED 106 888
- Organizational Development**
Administrative Team Approach--Development and Implementation.
ED 106 947
- Symposium** Proceedings--Occupational Research and the Navy--Prospectus 1980. Technical Report No. 74-14.
ED 106 646
- Organizational Effectiveness**
New Tactics for Building: Experience/Analysis/Recommendations from the Detroit Public Schools Construction Systems Program.
ED 106 939
- Organization and Administration of the Department of Research and Development in the Cincinnati Public Schools.**
ED 106 896
- Symposium** Proceedings--Occupational Research and the Navy--Prospectus 1980. Technical Report No. 74-14.
ED 106 646
- Organizations (Groups)**
History of the American Academy of Physical Education: 1950-1970.
ED 107 635
- Organization Size (Groups)**
The Optimal Size for Discussion Groups. Exchange Bibliography No. 378.
ED 106 967
- Orientation**
The Role of Research at the University of San Francisco: A Report to the President.
ED 107 182
- Orientation Materials**
Design for Field Testing of Mountain-Plains Curriculum.
ED 106 452
- Using the Morgan Library; a Tour and Exercise.**
ED 107 265
- Ornamental Horticulture Occupation**
Exploring Careers in Ornamental Horticulture.
ED 106 582
- Outdoor Education**
Urban Wild: A Manual for the Development, Implementation, and Operation of Nature Centers on School Campuses.
ED 107 473//
- Outdoor Space**
Indoor-Outdoor Space; the Transitional Areas and Their Effect on Human Behavior. Exchange Bibliography No. 517.
ED 106 907
- Outreach Programs**
Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, and Coconino -- 1971/72.
ED 107 401
- Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, & Coconino Counties -- 1972/73.**
ED 107 402
- History of Books/Jobs Project: Akron Public Library, July 1, 1968 through June 30, 1972.**
ED 107 279
- Making Outreach Work.**
ED 107 377
- Pakistan**
Selected Bibliography of Educational Materials in Pakistan, Vol. 8, No. 1, 1974. Period Covered January-March 1974.
ED 107 593
- Paragraph Composition**
Do You Ever Feel As If You're Talking to a Brick Wall?
ED 106 875
- Paraprofessional School Personnel**
Para-Professional Training in Adult Education at Gila River Indian Community.
ED 107 396
- Parent Child Relationship**
Early Home Environment and Changes in Mental Test Performance in Children from 6 to 36 Months.
ED 107 728
- Improving Child Management Practices of Parents and Teachers. Maxi I Practicum. Final Report.**
ED 106 729
- Parent-Child Relationships and Juvenile Delinquency.**
ED 106 702
- Transition into Parenthood: The Social Psychological Effects of the First Child on Marital and Parent Behavior. A General Bibliography.**
ED 106 680
- Parent Education**
Answers for Parents of the Child with Learning Disabilities. Showing and Telling It Like It Is!
ED 107 030
- Assistance to Local Follow Through Programs. Annual Report.**
ED 107 349
- Effect of Parent Involvement in an Early Intervention Program Upon Environmental Process Variables Related to Achievement.**
ED 107 373
- The Infant Development Center.**
- Totline Tidbits: A Special Packet of Materials.**
ED 107 017
- ED 107 344**
- Parenthood Education**
Coping with Teen-Age Parents.
ED 106 919
- Parent Influence**
Parent-Child Relationships and Juvenile Delinquency.
ED 106 702
- Source of Preparatory Orientation of High School Students in Northeastern Indiana to Issues Involved in Marriage and Family Living.**
ED 107 575
- Parent Participation**
Effect of Parent Involvement in an Early Intervention Program Upon Environmental Process Variables Related to Achievement.
ED 107 373
- Expanding Early Education: The Extended Day Kindergarten.**
ED 107 367
- McKinley School Right to Read Project.**
ED 106 808
- Parents: Key People to Assist in Occupational Decision Making (Project Number 1100). Final Report.**
ED 106 687
- Stuttering: What It Is and What to Do About It.**
ED 107 088//
- Parents**
Post Secondary Programs for the Deaf: II. External View. Research Report No. 61.
ED 106 999
- Parent Teacher Conferences**
Effective Student Grading and Progress Reporting.
ED 106 915
- Parliamentary Procedures**
Official FFA Manual for the National Organization for Students of Vocational Agriculture.
ED 106 447//
- Parochial Schools**
The Problem of Regional Educational Service Centers in the United States of America with Special Reference to the Seventh-Day Adventist School System. A Descriptive Study.
ED 107 442
- Partially Sighted**
A Double X-Y Platform for Randsight-Type Instruments.
ED 107 061
- Interactive Classroom TV System for the Handicapped.**
ED 107 062
- Participant Characteristics**
A Separate Reality: The Problem of Uncooperative Experiments.
ED 107 610
- Survey on Continuing Education Needs for Health Professionals: Report.**
ED 106 540
- Participant Satisfaction**
1973 Assessment Workshops: Final Report.
ED 107 710
- Accountability in Student Evaluation.**
ED 107 701
- Health Maintenance Education and Services for Senior Adults: Program Resume: Project S.M.I.L.E. (Services to Maintain Independent Living for the Elderly).**
ED 106 524
- Prediction of Grades and Satisfaction Using the Strong Vocational Interest Blank.**
ED 107 708//
- A Preliminary Report on the Anthropology Department Student Ratings Survey.**
ED 107 699
- Part Time Students**
Riding the Wave of New Enrollments. Topical Paper No. 50.
ED 107 326

254 Subject Index

- Pashto**
Major Problems of Dari Speakers in Mastering Pashto Morphology. ED 107 162
- Peer Acceptance**
Drugs and Family/Peer Influence. Family and Peer Influences on Adolescent Drug Use. National Institute on Drug Abuse Research Issues 4. ED 106 715
- Peer Counseling**
The Development of the Undergraduate Paraprofessional: Selection, Training and Supervision. ED 106 736
Student-to-Student Counseling. Preliminary Report. ED 106 673
- Peer Groups**
Social Behavior Assessment of Elementary School Children--Theoretical Rationale for a Peer Rating Scale and its Role in a Longitudinal Study. ED 107 747
- Peer Relationship**
Acceptance of Ideas of Others [Number Form and Star Form]. ED 107 686//
Acceptance of Others (Number Form). ED 107 685//
- Peer Teaching**
The Purdue LEAD Program: Implications for Other Educational Contexts. ED 106 681
- Pennsylvania**
Pennsylvania Higher Education Assistance Agency. Annual Report for 1973-74. ED 107 175
- Pennsylvania**
Children in Pennsylvania. Volume 1. State Summary. Social Indicators for Human Services Series 1. ED 107 421
Intradistrict Distribution of School Resources to the Disadvantaged: Evidence for the Courts. ED 107 735
Pennsylvania Higher Education Assistance Agency. Annual Report for 1972-73. ED 107 176
Task Force Report on Two-Year Postsecondary Education in Pennsylvania. ED 107 342
- Pennsylvania Grade 5 Educ Quality Assessment**
A Longitudinal Study of Selected Cognitive and Non-Cognitive Student Outcomes From Grade 5 to Grade 9. ED 106 700
- Pensacola Junior College**
A Comparison of the Audio-Tutorial Method with the Lecture-Demonstration Method for Producing Student Achievement in College Level Physical Science Survey Classes Covering Physics and Astronomy. ED 107 322//
Performance Objectives in Community Junior Colleges: A Study of Their Effect Upon Teaching and Learning at Pensacola Junior College and Their Use in Selected States. ED 107 314
- Perception**
Internal vs. External Determinants of Children's Perceptions of the Causes for Their Behavior. ED 106 724
- Perceptual Development**
Resource Services: Preliminary Curriculum Guide for Reading, Mathematics, Spelling, Writing, and Perceptual Development. ED 107 025
- Perceptual Motor Coordination**
Rhythm and Motor Ability in Developmentally Disabled Children. ED 107 637
- Perceptual Motor Learning**
Motor Development in Early Childhood: A Guide for Movement Education with Ages 2 to 6. ED 107 620//
- Physical Education '73.** ED 107 599
- Play of the Young Child and Day Care Workers: A Piaget Justification.** ED 107 366
- Performance**
Fear of Success--A Situational Approach. ED 106 677
The Motivational Component of Stated Expectancies in Children at Two Developmental Levels. ED 106 739
Sex Differences in the Development of the Motive to Avoid Success, Sex Role Identity, and Performance in Competitive and Non-Competitive Conditions. ED 106 688
- Performance Based Education**
Accountability and Serendipity. ED 107 584
The Challenge of Education--Accountability and Local Control. ED 106 917
The Design of a Ph.D. Program in Instructional Systems. ED 107 253
A Field Centered Competency Based Education Model. ED 106 940
Performance Objectives in Community Junior Colleges: A Study of Their Effect Upon Teaching and Learning at Pensacola Junior College and Their Use in Selected States. ED 107 314
Performing with Objectives. ED 107 140//
Special Education Administration Training Project Program Description. ED 106 523
- Performance Based Teacher Education**
Actions Taken by State Departments of Education in Developing CBTE Certification Systems. ED 107 607
Assessment and Research in Teacher Education: Focus on PBTE. PBTE Monograph Series No. 17. ED 107 600
A CBTE Curriculum Model and Directions for Its Assembly. ED 107 605
A Competency Based Special Education Undergraduate Internship at Western Carolina Center for the Mentally Retarded. ED 107 046
Competency/Performance-Based Certification; The Latest Scientific Management Effluvia? Or the Answer for Which We Have Waited? ED 107 597
Design for Competence Based Education in Special Education. ED 107 049//
Guidelines for the Training of Special Education Teachers: The Report of a Special Study Institute. ED 107 043
Hamburg Center Intern Follow-Up. ED 107 623
Hamburg Center Intern Follow-Up. Second Year, 1974. ED 107 639
The Meaning of Competency for an English Major on a Competency-Based Curriculum in a Liberal Arts College as Perceived by Practitioners. ED 106 870
- Performance Contracts**
Contingency Contracting and Operant Behavior Change: An Exercise in Applied Behavior Analysis. ED 106 684
- Performance Criteria**
Assessment and Research in Teacher Education: Focus on PBTE. PBTE Monograph Series No. 17. ED 107 600
How to Evaluate Teachers on Performance. ED 106 921
Writing Performance/Behavioral Objectives After Teaching with Them. ED 107 641
- Performance Factors**
Exploring National Assessment Data Using Singular Value Decomposition. ED 107 720
- Task Goal Attributes, n Achievement, and Supervisory Performance.** Technical Report No. 30. ED 106 499
Visual and Auditory Information Processing in Flying Skill Acquisition. Final Report for Period July 1973 through June 1974. ED 107 246
- Performance Specifications**
A Bibliography and Review of Building Evaluation Schemata and Practices. Exchange Bibliography No. 470. ED 106 904
- Performance Tests**
Evaluating Maintenance Performance: The Development and Tryout of Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report for Period January 1969-May 1974. ED 107 698
- Periodicals**
American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6. ED 107 427
Classroom Techniques to Evaluate Advertising in Magazines. ED 106 873
An Experiment in the Batch Processing of Retrospective Searches. ED 107 289//
Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5. ED 107 428
Rural Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1. ED 107 429
- Permanent Residents**
Impact of Job Development on Poverty in Four Developing Areas, 1970. Agricultural Economic Report No. 225. ED 107 408
- Persistence**
Attrition and Student Progress at Bronx Community College, September 1970 to August 1974. Research Report No. BCC-2-75. ED 107 343
- Personal Growth**
Effects of Exercise on Children. ED 107 613
- Personality Assessment**
The Use of the Adjective Check List to Describe the Adult Basic Education Student. ED 106 541
- Personality Change**
Life Style Assessment: So What! ED 106 694
- Personality Development**
Changing Cultures, Changing Lives: An Ethnographical Study of Three Generations of Japanese Americans. ED 107 749//
- Personality Theories**
Is Biology Destiny? A Defense of Freud. ED 106 675
- Personnel Evaluation**
ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume II. Evaluation Report. ED 107 692
- Personnel Management**
Personnel Management: Two Year Colleges. ED 107 333
- Personnel Needs**
Personnel Management: Two Year Colleges. ED 107 333
Summary of the Federal Government Library Survey Report. ED 107 228//
- Persuasive Discourse**
Origin and Effectiveness of Social Approval and Social Disapproval Cues in Persuasive Communication. ED 106 885

Philadelphia (Pennsylvania)

A Self-Help Program for One Parent Households. Final Report. ED 106 473

Phonetic Analysis

Concerning the Influence of Native American Languages on American Spanish. ED 107 148

Phonics

Auditory Vocal Analysis and Synthesis Skills of Learning Disabled Children. ED 107 075

Words-From Print to Meaning: Classroom Activities for Building Sight Vocabulary, for Using Context Clues, Morphology, and Phonics. ED 106 762//

Photograph Records

A Planning Study for the Conversion of Recorded Books and Magazines from Rigid Discs to Cassettes and Flexible Discs. Final Report. ED 107 292

Phonological Units

Development of Syllabic Nasals: The Case of the Bantu Noun Class Prefixes "Mu-", "Mi-", "Ma-." Working Papers on Language Universals, No. 2. ED 107 110

Phonology

Aperçu des fautes éventuelles des anglophones Nord-Américains (Survey of Possible Errors of English-Speaking North Americans). ED 107 143

A Deviant Phonological System of English. Papers and Reports on Child Language Development, No. 8. ED 107 116

Fricatives in Child Language Acquisition. Papers and Reports on Child Language Development, No. 6. ED 107 115//

New Mexican Spanish Verb Forms. ED 107 105

Reappraisal of the Voicing Constraint in Consonant Cluster Simplification. ED 107 145

Photographic Equipment

RLMS Micro-File: Current State of Catalog Card Reproduction. ED 107 281//

RLMS Micro-File: Current State of Catalog Card Reproduction. Supplement 1. ED 107 282//

Photographs

Photo Storage and Retrieval. ED 107 278

Photography

Exploring Careers in Photography. ED 106 378

Physical Activities

Attitudes Toward Physical Activity of Champion Women Basketball Players. ED 107 636

Bicycling and Hostels. ED 107 631

Birth Order and Preference for Dangerous Sports Among Males. ED 107 628

Dynamic Physical Education for Elementary School Children. ED 107 667//

Exercise Prescription. ED 107 659

Physical Characteristics

Beauty and Dating Choice--Objective and Subjective Reality. ED 106 697

Expertness, Type of Appeal, and Influence in Counseling. Research Bulletin Volume 15, Number 3. ED 106 717

Physical Development

Psychological and Physical Implications of Highly Competitive Sports for Children. ED 107 612

Physical Education

Dynamic Physical Education for Elementary School Children. ED 107 667//

History of the American Academy of Physical Education: 1950-1970. ED 107 635

Humanism and Behaviorism in Physical Education; A Dialogue. ED 107 640

Ideas Identified and Distributed through Project IDEA. ED 107 632

Lifetime Sports Instruction Offered to Pupils in New York State Public Secondary Schools. ED 107 625

Mainstreaming in Physical Education: A Positive Approach. ED 107 615

Physical Education '73. ED 107 599

Physical Education Teaching Problems for Analysis and Solution. ED 107 656//

Sports and Games in New England Schools and Academies 1780-1860. ED 107 598

Wrestling: Physical Education Secondary Schools. ED 107 609

Physical Education Facilities

A Survey of Intramural-Recreational Facilities at Four-Year Colleges and Universities in the United States. ED 107 657

Physical Environment

A Selected List of Urban, Environmental and Social Problem Gaming/Simulations. ED 107 752

Working Bibliography on Scaling Methods Appropriate for Analysis of Space Preferences. Exchange Bibliography No. 514. ED 106 906

Physical Fitness

Dynamic Physical Education for Elementary School Children. ED 107 667//

The Effects of High Intensity Exercise on Overall Leg Strength of Non-Sickel-Cell-Trait and Sickel-Cell-Trait Individuals. ED 107 638

Effects of Manual Negative Accentuated Resistance on Strength and/or Muscular Endurance. ED 107 662

Exercise Prescription. ED 107 659

Wrestling: Physical Education Secondary Schools. ED 107 609

Physical Health

Effects of Exercise on Children. ED 107 613

Selected Issues on Aging. ED 106 735

Physically Handicapped

Disabled Veterans of the Vietnam Era: Employment Problems and Programs. Technical Report No. 75-1. ED 106 526

Guidelines for the Implementation of Programs for Pupils Who Are Orthopedically Handicapped. ED 107 045

The Influence of Place of Residence on Family Disability Among Selected Populations: Southern Blacks, Western Mexican Americans, Hawaiian Ethnic, and Northeastern Whites. ED 107 418

Rhythm and Motor Ability in Developmentally Disabled Children. ED 107 637

Social Experience and the Development of Social Cognition in Orthopedically Disabled and Non Disabled Children. ED 106 991

Physical Recreation Programs

Sports and Games in New England Schools and Academies 1780-1860. ED 107 598

Physical Sciences

A Comparison of the Audio-Tutorial Method with the Lecture-Demonstration Method for Producing Student Achievement in College Level Physical Science Survey Classes Covering Physics and Astronomy. ED 107 322//

An Exploratory Study of Changes in Concepts as Measured by a Semantic Differential Instrument During a College Physical Science Course for Nonscience Students. ED 107 459//

An Investigation of the Cognitive and Affective Verbal Behavior of Selected Groups of Physical Science Teachers. ED 107 456//

Physical Science Study Committee

The Development and Validation of a Process Instrument for a Unit of the Physical Science Study Committee Physics Course. ED 107 449//

Physicians

Interim Report and Synopsis of the Findings to Date of the Regents Task Force on Medical School Enrollment and Physician Manpower to the Regents of the University of the State of New York. ED 106 532

Physics

The Adoption of an Innovation in Physics Teaching: A Study of Factors Related to the Adoption of the Project Physics Course in American High Schools. ED 107 453//

A Comparison of Lab Method Films with Traditional Instruction in the Introductory Physics Laboratory. ED 107 455//

The Development and Validation of a Process Instrument for a Unit of the Physical Science Study Committee Physics Course. ED 107 449//

Diversity of Approaches to Problems by Students Enrolled in a Non-Calculus College Physics Course. ED 107 454//

The Effects of Grade Level and Other Factors on the Achievement in Project Physics among High School Physics Students. ED 107 461//

The Efficacy of Advance Organizers and Behavioral Objectives for Improving Achievement in Physics. ED 107 452//

Formative Evaluation in an Audio-Tutorial Physics Course with Emphasis on Intuitive and Analytic Problem Solving Approaches. ED 107 464//

Physics Computer Development Project

Current Status of the Physics Computer Development Project. ED 107 201

Physiology

Altered States of Consciousness and Alcohol. ED 106 695

Piaget (Jean)

Play of the Young Child and Day Care Workers: A Piaget Justification. ED 107 366

.....Speak No Freewill (Piaget vs. Skinner). Developmental Program Report No. 38. ED 107 345

A Study of Concrete and Formal Operations in School Mathematics: A Piagetian Viewpoint. ED 107 499//

The Teaching and Transfer of Seriation Strategies Using Non-Visual Variables with First Grade Children. ED 107 489

Piers Harris Childrens Self Concept Scale

Big School, Small School: Impact of the High School Environment. ED 106 685

The Relationship Between Children's Self-Concepts, Teacher's Rating, and Academic Achievement. ED 106 699

Pilot Projects

A Triple-Track Program in the Second-Year French Courses: A Pilot Study. ED 107 122

Placement

Conceptualization of Prototype Placement Program. ED 106 649

Planning

Advocacy Planning -- Toward the Development of Theory and Strategy. Exchange Bibliography No. 241.

ED 106 954

Benefit-Cost Analysis: A Select Bibliography. Exchange Bibliography No. 267.

ED 106 959

A Bibliography of Dissertations, Theses, and Thesis Alternatives in Planning: 1965-1970. Exchange Bibliography No. 220.

ED 106 952

The Development and Evaluation of Designing Instructional Programs Unit. Far West Series in Instructional Planning.

ED 106 974

Development and Evaluation of Planning Program Implementation: A Process Guide. Far West Series in Instructional Planning.

ED 106 976

Development and Evaluation of the SourceBook of Training Products in Instructional Planning and Management. Far West Series in Instructional Planning.

ED 106 975

Integrative Forecasting: Literature Survey. Exchange Bibliography No. 252.

ED 106 955

The North American Indian: A Bibliography of Community Development.

ED 107 443

Personnel Management: Two Year Colleges.

ED 107 333

Program Budgeting: Two Year Colleges.

ED 107 332

The School in the Urban Comprehensive Plan: A Partial Bibliography. Exchange Bibliography No. 264.

ED 106 958

A Selected Bibliography on Planned Change and Community Planning Practice: Making Things Happen. Exchange Bibliography No. 224.

ED 106 953

The State of the Thought.

ED 107 647

Year-round Education: A Workable Approach.

ED 106 932

PLATO

Instructional Development for the Florida PLATO Project: Process and Evaluation.

ED 107 242

On-Line Diagnosis of Reading Difficulties. Technical Report No. 327.

ED 106 765

PLATO IV

Use of Computer-Assisted Instruction for Interpersonal Skill Training: A Pilot Study.

ED 107 238

Play

Indoor and Outdoor Space for Mentally and Physically Handicapped Children. Exchange Bibliography No. 503.

ED 106 905

Play of the Young Child and Day Care Workers: A Piaget Justification.

ED 107 366

Playgrounds

Indoor and Outdoor Space for Mentally and Physically Handicapped Children. Exchange Bibliography No. 503.

ED 106 905

Poetry

Bicentennial Plays and Programs.

ED 106 858//

Writing Poetry: Children Can Do It!

ED 106 877

Poland

Selected Bibliography of Polish Educational Materials. Volume 13, Number 1, 1974.

ED 107 586

Police

Exploring Careers in Law Enforcement.

ED 106 592

Policy

The Land Is Our Mother. A Summary, State-wide Indian Land Use and Policy Meeting (Crow Agency, Montana, November 14-15, 1974).

ED 107 403

Policy Formation

Federal Indian Policies ...from the Colonial Period through the Early 1970's.

ED 107 420

Foundations and Public Policy Formation.

ED 107 563

Integrative Forecasting: Literature Survey. Exchange Bibliography No. 252.

ED 106 955

Post-Secondary Education Planning in Texas: Techniques for Policy Analysis. Number 8.

ED 107 188

Profile of a Rural Area Work Force: The Wyoming Uranium Industry.

ED 107 410

Through Education: Self Determination--A Bicentennial Goal for American Indians. The Second Annual Report to the Congress of the United States from the National Advisory Council on Indian Education.

ED 107 438

Who Sank The Khaki Submarine At Stanford? A Study of Decision-Making At Stanford University.

ED 107 191

Political Influences

The Creation and Impact of Linkages Between the Social Sciences and the Federal Government. Final Report.

ED 107 564

Political Power

The Land Is Our Mother. A Summary, State-wide Indian Land Use and Policy Meeting (Crow Agency, Montana, November 14-15, 1974).

ED 107 403

Political Science

The Videotape As a Teaching Aid in State and Local Government.

ED 107 589

Political Socialization

The School as a Democratic Institution: The Problems of Teaching Social Studies in the Federal Republic of Germany.

ED 107 590

Pollution

Industrial Ecology Instructional Guide for the Industrial Arts Teacher.

ED 106 465

Wisconsin's Lake Superior Basin Water Quality Study. Supplement. Technical Report No. 2.

ED 107 477//

The World of Man: A Curriculum Guide.

ED 107 549

Population Education

Eco: An Island Simulation Game. [Includes Packet of Population Education Materials].

ED 107 472//

Meeting of Experts on the Role of University Faculties/Colleges of Education in Population Education (Bangkok, January 7-12, 1974). Final Report.

ED 107 474

The World of Man: A Curriculum Guide.

ED 107 549

Population Growth

World Bank Atlas: Population, Per Capita Product and Growth Rates.

ED 107 560//

Population Trends

1974 Annual Report of the Appalachian Regional Commission.

ED 107 415

Characteristics of American Youth: 1974. Current Population Reports, Special Studies, Series P-23, No. 51.

ED 107 567

Modernism: The Extensiveness of Women's Roles and Attitudes. World Fertility Survey Occasional Papers, No. 14.

ED 107 574

Persons of Spanish Origin in the United States: March 1974. Population Characteristics, Current Population Reports. Series P-20, No. 280.

ED 107 397

A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume I: Americans of Spanish Origin.

ED 107 411

A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume 3: American Indians.

ED 107 426

Portuguese

A Grammar of Spoken Brazilian Portuguese.

ED 107 137//

Positive Reinforcement

Fear of Success--A Situational Approach.

ED 106 677

Post Secondary Education

Adoption of the Metric System by Consumers: A Program for New York State Cooperative Extension.

ED 107 533

The Application of DACUM in Retraining and Post-Secondary Curriculum Development. Second Edition.

ED 106 479

Growth and Education: A Strategic Report to the Rockefeller Brothers Fund on the Implications of Growth Policy for Postsecondary Education

ED 107 165

A Proposed National Institute of Education Postsecondary Education Program.

ED 107 197

Task Force Report on Two-Year Postsecondary Education in Pennsylvania.

ED 107 342

Poverty Programs

Community Action Programs: An Annotated Bibliography. Exchange Bibliography No. 277.

ED 106 961

An Evaluation of the Influence of the Expanded Food and Nutrition Education Program in Missouri.

ED 106 472

Poverty Research

Patterns of Living in California's Migrant Labor Families. Research Monograph No. 12.

ED 107 359

Power Plants

Nuclear Power Plants. Revised.

ED 107 522

Power Structure

Buffering Action of Advisory Committees in Tech Programs.

ED 107 317

Who Sank The Khaki Submarine At Stanford? A Study of Decision-Making At Stanford University.

ED 107 191

Practical Nursing

Is Your LPN Program Keeping P.A.C.E.?

ED 107 334

Practicums

Improving Child Management Practices of Parents and Teachers. Maxi I Practicum. Final Report.

ED 106 729

Praise

Praise and Criticism--A Sticky Issue.

ED 107 649

Prediction

An Experiment in Probabilistic Forecasting.

ED 107 709

The Future: A Bibliography of Issues and Forecasting Techniques. Exchange Bibliography No. 279.

ED 106 962

Future Utilization of the Continuing Education Unit in Conferences, Institutes, Short Courses, Workshops, Seminars, and Special Training Programs Within the Southern Association of Colleges and Schools.

ED 106 539

Integrative Forecasting: Literature Survey. Exchange Bibliography No. 252.

ED 106 955

Predictive Ability (Testing)

Is Your LPN Program Keeping P.A.C.E.?

ED 107 334

Predictive Measurement

Prediction of Grades and Satisfaction Using the Strong Vocational Interest Blank.

ED 107 708//

- Projection Techniques for the Non-Statistically Inclined. Research Report No. 113. ED 106 930
- Predictive Validity**
Psychosocial Maturity: A Preliminary Examination of Validation Techniques. Report No. 157. ED 107 712
- Predictor Variables**
The Effects of Grade Level and Other Factors on the Achievement in Project Physics among High School Physics Students. ED 107 461//
A Study of Tracking as a Multiple Option Approach in the Department of Natural Science at Michigan State University. ED 107 451//
- Prefabrication**
Innovation in Management of Primary School Construction--A Case Study. Educational Building Report 3. ED 106 948
- Pregnancy**
Transition into Parenthood: The Social Psychological Effects of the First Child on Marital and Parent Behavior. A General Bibliography. ED 106 680
- Pregnant Students**
Coping with Teen-Age Parents. ED 106 919
- Prereading Experience**
A Collection of Games and Activities for the Instruction of Pre-Reading Skills. ED 106 780
The New Approach Method (NAM). ED 106 810
- Preschool Children**
Aggression and Dominance Relations in Young Children. ED 107 357
Demonstration and Research Center for Early Education (DARCEE). ED 107 384//
Final Evaluation of the Three Year Project of the Mecklenburg County Department of Social Services Agency Operated Child Development-Day Care Program. ED 107 383//
Pre-School Education--Aims, Methods and Problems. Report of a Symposium (Venice, Italy, October 11-16, 1971). ED 107 346
Totline Tidbits: A Special Packet of Materials. ED 107 344
- Preschool Education**
Effect of Parent Involvement in an Early Intervention Program Upon Environmental Process Variables Related to Achievement. ED 107 373
Executive Competence in Preschool Children. ED 107 378
Family Size and Learning Readiness Profiles of Socioeconomically Disadvantaged Preschool Whites. ED 107 358
The Influence of Family Size on Learning Readiness Patterns of Socioeconomically Disadvantaged Preschool Blacks. ED 107 385
Insight Unlimited: Catch 'em Early; A Screening, Remediation, and Developmental Program for the Whole Child. ED 107 051
Las Palomitas Preschool for the Handicapped. Guide. ED 107 066
National Home Start Evaluation. Interim Report 4: Program Analysis. ED 107 379
The National Home Start Evaluation. Interim Report 4: Summative Evaluation Results. ED 107 380
A School District Looks at an Alternative to Half-Day, Every Day Kindergarten Programs. ED 107 347
Totline Tidbits: A Special Packet of Materials. ED 107 344
- Preservice Education**
The Iowa-UPSTEP Model for Science Teacher Education. ED 107 511
- Legal Literacy and Teacher Education: A Case Approach Based on the Rights of Teachers and Students. ED 107 672
The Meaning of Competency for an English Major on a Competency-Based Curriculum in a Liberal Arts College as Perceived by Practitioners. ED 106 870
- Prevention**
Alternative Pursuits for America's 3rd Century: A Resource Book on New Perceptions, Processes, and Programs--with Implications for the Prevention of Drug Abuse. ED 106 716
An Assessment of Drug Education-Prevention Programs in the U. S. Army. Army Research Institute Technical Paper 261. ED 106 708
Different Strokes: Models of Drug Abuse Prevention Education. ED 106 743
- Preventive Medicine**
Sudden Infant Death Syndrome (SIDS): The Quiet Killer. ED 107 497
- Prevocational Education**
Development and Implementation of Secondary Special Education Programs. ED 107 042
- Primary Education**
Developmental Career Education: Primary Years. ED 106 624
Elementary Career Education Activities: K-3. ED 106 544
School Attitude Scale (Grades 1-3). ED 107 682//
Training Kindergarten Children in Tactile-Kinesthetic Skills Assumed to Be Related to Reading. Final Report. ED 107 372
- Primary Grades**
Evaluation of an Occupational Education Model for Primary Grades. ED 106 665
- Principals**
Accountability in Education--The Kalamazoo Plan. ED 106 946
Critical Awareness for Improvement: The School and You. ED 106 983
- Printing**
Exploring Careers in Graphic Reproduction and Printing Occupations. ED 106 581
- Prisoners**
Alternative Education and Corrections: Some New Dimensions. ED 107 603
Counseling Prisoners. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 17R. ED 106 745
- Probability**
An Approximately Reproducing Scoring Scheme that Aligns Random Response and Omission. Memorandum Report for Period July 1970-July 1971. ED 107 707
The "Closed School-Cluster" Method of Selecting a Probability Sample. ED 107 725
An Experiment in Probabilistic Forecasting. ED 107 709
- Problem Solving**
Algorithms: A New Tool for Educational Technology. ED 107 241
Career Education and the Businessman: A Handbook of Action Suggestions. ED 106 561//
The Development and Validation of a Process Instrument for a Unit of the Physical Science Study Committee Physics Course. ED 107 449//
Diversity of Approaches to Problems by Students Enrolled in a Non-Calculus College Physics Course. ED 107 454//
- Improving the Performance of Educational Managers. Working Paper Series. ED 106 893
Physical Education Teaching Problems for Analysis and Solution. ED 107 656//
Problem Solving in Professional Adult Education. ED 106 672
Reading Difficult Writing Is a Problem Solving Process. ED 106 751
The Structure of Experience Acquired While Learning to Solve a Class of Problems. ED 107 508//
- Process Education**
Development and Evaluation of Planning Program Implementation: A Process Guide. Far West Series in Instructional Planning. ED 106 976
- Production Techniques**
Television Basics for TV-ABE Institute. ED 106 470
Theatre on a Shoestring. ED 106 882//
- Professional Associations**
History of the American Academy of Physical Education: 1950-1970. ED 107 635
- Professional Continuing Education**
Agenda for Continuing Education: A Challenge to Health Care Institutions. ED 106 527//
The Continuing Education of Engineers. Proceedings of the FEANI-UNESCO Seminar (Helsinki, August 21-24, 1972). ED 107 516
Future Utilization of the Continuing Education Unit in Conferences, Institutes, Short Courses, Workshops, Seminars, and Special Training Programs Within the Southern Association of Colleges and Schools. ED 106 539
Survey on Continuing Education Needs for Health Professionals: Report. ED 106 540
- Professional Education**
Holy Grails and Monographs. ED 106 775
- Professional Occupations**
The Mature, Married Black Female in Academe. ED 106 711
- Professional Personnel**
Impacts on an Educational Researcher. ED 107 680
Impacts on an Educationist/Administrator. ED 107 679
Impacts on an Intellectual Historian. ED 107 678
Impacts on a Social Psychologist-Consultant. ED 107 677
Some Impacts of the Evaluation of an Experimental International Studies Curriculum on the Members of an Interdisciplinary Evaluation Team. ED 107 676
- Professional Training**
A Large School District's Research Training Needs. ED 107 608
The Perceived Role of Institutions of Higher Education in Serving the Aging. ED 107 180
- Profile Evaluation**
Profile of a Rural Area Work Force: The Wyoming Uranium Industry. ED 107 410
- Program Administration**
Model for Implementation of School Placement Services. ED 106 477
The Second Annual Report of the Student Loan Marketing Association to the Congress of the United States. ED 107 185
State Administration of Vocational Education: Information Sources. Bibliography Series No. 21. ED 106 519

Program Attitudes

- External Evaluation of Project ACT. ED 106 461
 Webber School Evaluation Report: School Year 1973-74. ED 107 356

Program Budgeting

- Education of Handicapped Children; Status Report: School Year 1973-74 and Midyear 1974-75. ED 107 026
 Planning-Programming-Budgeting Systems: Revised Edition Including Exchange Bibliographies No. 121 and No. 183. Exchange Bibliography No. 289. ED 106 964
 Program Budgeting: Two Year Colleges. ED 107 332

Program Content

- Objectives and Structure of the SWRL Reading Program, Blocks 1-8. Technical Note No. 3-72-42. ED 106 768
 For Tomorrow's Agriculture: Proceedings of the National Convention of the Future Farmers of America (46th, Kansas City, Missouri, October 16-19, 1973). ED 106 446

Program Coordination

- An Analysis of Articulation Programs. ED 106 922
 Design for a Performance Based Adult Education Community Coordinating Agency. ED 106 490

Program Descriptions

- Adult High School Diploma Programs: An Emerging Alternative. ED 106 463
 CAAAP (Computer Assisted Academic Advisement and Planning): A Feasibility Study. ED 106 674
 Career Awareness Exemplary Project. Final Program Report. ED 106 559
 A Competency Based Special Education Undergraduate Internship at Western Carolina Center for the Mentally Retarded. ED 107 046
 A Concept Paper for the School Practice and Service Program. ED 106 936
 The Cooperative Distributive Education Program for Employers of Cooperative Distributive Education Students. ED 106 481
 Curriculum Research and Development in Science. ED 107 514
 Demonstration and Research Center for Early Education (DARCEE). ED 107 384//
 EBCE: A Design for Career Education: Curriculum Report from the Curriculum Service Center. ED 106 525
 Educational Broadcasts of NHK. Special Issue of NHK Today and Tomorrow. ED 107 247
 Educational Programs That Work. A Catalogue of Demonstration Sites of Successful Educational Programs Developed through the New Jersey Elementary and Secondary Education Act, Title III Program. 1974-75 Edition. ED 107 671
 Environmental Studies Program: A Manchester Watershed Training Project. ED 107 471
 Expanding Early Education: The Extended Day Kindergarten. ED 107 367
 Explorations in Self-Help and Mutual Aid. Proceedings of the Self-Help Exploratory Workshop Held June 9-12, 1974, Chicago, Illinois under the auspices of the W. Clement & Jessie V. Stone Foundation. ED 106 709
 FFA International Programs. ED 106 445
 Guide to Programs in Linguistics: 1974-75. ED 107 131
 Health Maintenance Education and Services for Senior Adults: Program Resume: Project S.M.I.L.E. [Services to Maintain Independent Living for the Elderly]. ED 106 524

Implementing Self-Management Strategies with Counselor-Trainees.

- ED 106 738
 The Infant Development Center. ED 107 017
 Institute on Human Values in Medicine. Human Values Teaching Programs for Health Professionals. ED 107 541
 Integrated Drug Abuse Management Information System Briefing Report. National Clearinghouse for Drug Abuse Information Report Series 32, Number 1. ED 106 713
 Integrating Affective Learning in the Classroom: A Heuristic Approach. ED 106 683
 The Iowa-UPSTEP Model for Science Teacher Education. ED 107 511
 Learning to Work - Or Working to Learn? ED 106 689
 Minority Trainees on Speech Satellite Teams: A Manual of Organization and Instruction. ED 107 022
 National Home Start Evaluation. Interim Report 4: Program Analysis. ED 107 379
 New Hyde Park Public Library: A Study. ED 107 266
 Objectives and Structure of the SWRL Reading Program, Blocks 1-8. Technical Note No. 3-72-42. ED 106 768
 Occupational Exploration Program: Evaluation Report Notebook--An Overview. ED 106 502
 Ohio Career Development Program Inservice Procedures Manual. Final Draft. ED 106 560
 Older and Handicapped Children Are Adoptable: The Spaulding Approach. ED 107 074
 Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12. ED 107 100
 The Organization and Development of a Tutorial Reading Program for Junior High Students. ED 106 763
 Para-Professional Training in Adult Education at Gila River Indian Community. ED 107 396
 Physical Mastery of the English Language: The First Step in Teaching the Immigrant Conversational English. ED 106 792
 A Plan for Improved Services for the Developmentally Disabled in Michigan. ED 107 040
 Post Secondary Programs for the Deaf: I. Introduction and Overview. Research Report No. 60. ED 106 998
 Preparing Others to Profess: A Trial Year. Director's Report, Project on Teaching and Learning in Graduate Geography, Phase I (July 1973 to June 1974). ED 107 552
 Progress Report on Rural Development for Fiscal Year 1970. ED 107 432
 Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '74. ED 106 458
 Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Second-Year Report: FY '74. ED 106 459
 The Purdue LEAD Program: Implications for Other Educational Contexts. ED 106 681
 The Responsive Classroom Observation Schedule--Background and Development. ED 107 375
 Science Foundations: A Science Program for the Non-Science Student. Technical Report No. 4. ED 107 509
 Special Education Administration Training Project Program Description. ED 106 523
 The Story of Self-Help Enterprises (SHE). A History of Self-Help Housing in the San Joaquin Valley. ED 107 404

A Strategy for Disseminating Elementary Science Curricula.

- ED 107 488
 Taxonomy and Profiles of Career Education. Volumes 1-4. ED 106 516
 Teaching English as an Additional Language to Older People: A Case Study. ED 106 535
 Title I Migrant Education Program. Education Briefing Paper. ED 107 413
 A Triple-Track Program in the Second-Year French Courses: A Pilot Study. ED 107 122
 The University as the Administrative Unit for Arranging Inservice Work Experiences of Occupational Education Teachers. Final Report. ED 106 457
 U.S. Facilities and Programs for Children with Severe Mental Illnesses. A Directory. ED 107 012
 World of Work: K-10 Continuum. ED 106 556
- Program Design**
 A Concept Paper for the School Practice and Service Program. ED 106 936
 A Position Paper: Career Education. ED 106 471
 Student Evaluation of Teachers and Administrators. Oregon School Study Council Bulletin, Vol. 18, No. 8. ED 106 927
- Program Development**
 1975 Revised Guide to the Rural Development Act of 1972. 93d Congress, 2d Session, January 1, 1975. ED 107 441
 The Academy for Career Education: Diffusion Issues. ED 106 663
 Agenda for Continuing Education: A Challenge to Health Care Institutions. ED 106 527//
 Career Awareness Exemplary Project. Final Program Report. ED 106 559
 A CBTE Curriculum Model and Directions for Its Assembly. ED 107 605
 The Columbia University Management Program. ED 107 283
 Crucial Issues in Foreign Student Education. Report of the National Association for Foreign Student Affairs. ED 107 170
 A Developmental Approach to Career Guidance, Counseling and Placement: New Hampshire Guidelines. ED 106 623
 Development and Evaluation of Evaluation for Program Improvement. Far West Series in Instructional Planning. ED 106 977
 Development and Evaluation of Planning Program Implementation: A Process Guide. Far West Series in Instructional Planning. ED 106 976
 A Field Centered Competency Based Education Model. ED 106 940
 Focus on Promising Practices of Needs Assessment. ED 107 745
 A Guide for the Development of Career Education. ED 106 552
 Individualized Instruction in Occupational Education (The Sanford Project). ED 106 651
 The Mature, Married Black Female in Academe. ED 106 711
 Model for Implementation of School Placement Services. ED 106 477
 Model for School Pre-Employment Activities. ED 106 476
 Post-Secondary Education Planning in Texas: Techniques for Policy Analysis. Number 8. ED 107 188
 Post Secondary Programs for the Deaf: I. Introduction and Overview. Research Report No. 60. ED 106 998

- Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Second-Year Report: FY '74. ED 106 459
- Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '75. ED 106 460
- Through Education: Self Determination--A Bicentennial Goal for American Indians. The Second Annual Report to the Congress of the United States from the National Advisory Council on Indian Education. ED 107 438
- West Virginia Guidebook: Job Placement Services: What's Your Need? ED 106 536
- Programed Instruction**
- Effects of Explanatory Versus Non-Explanatory Feedback on a Basic Electricity Program Used in the Tenth Grade. ED 107 447//
- The Effects of Pacing and Mode of Adjunct Questions on Short and Long Term Retention of Written Materials. ED 107 731
- McGraw-Hill Programmed Reading Evaluation. ED 106 805
- Programed Materials**
- Developing Criterion Measures for Career Path Modules. ED 107 696
- Program Effectiveness**
- 1971-72 Tryout of the Level 2 Composition Skills Exercises. ED 106 860
- Computer-Assisted Instruction for the Blind and Deaf. ED 107 039
- Effects of Systematic Variations of Instructional Variables in a Verified Instructional Program. ED 106 661
- ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume I. Evaluation Report. ED 107 691
- ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume II. Evaluation Report. ED 107 692
- Florida State Advisory Council on Vocational and Technical Education: Annual Evaluation Report: Fiscal Year 1974. ED 106 538
- Individual Differences in Cognitive Style and The Guidance Variable in Instruction. ED 106 705
- Iowa Priority Program Areas Requiring Specialized Training of Less Than Baccalaureate Degree. ED 106 655
- Post Secondary Programs for the Deaf: I. Introduction and Overview. Research Report No. 50. ED 106 998
- A Study of the Extreme Learning Problem Program in Oregon: 1971-72, 1972-73. ED 107 071
- Program Evaluation**
- AAPS: Local Attendance Area Planning for Career Education. ED 106 531
- An Analysis of Articulation Programs. ED 106 922
- Assessment and Research in Teacher Education: Focus on PBTE. PBTE Monograph Series No. 17. ED 107 600
- Assistance to Local Follow Through Programs. Annual Report. ED 107 349
- Benefits and Costs of Manpower Services in the Interlake Rural Development Area. Research Bulletin No. 72-1. ED 107 395
- Biennial Report. 1971-73 Biennium. ED 107 164
- The Columbus Video Access Center: A Research Analysis of Public Reaction. ED 107 217
- Community Leaders' Training in Environmental Studies: A Cooperative Community Project Funded under Title I of the Higher Education Act of 1965. Ways to Environmental Education, Final Report: 1974-1975. ED 107 583
- A Comparison of Different Approaches for Educating Young Gifted Children. (RAPYD II Project). ED 107 052
- Creating an Advertising Campaign: An Evaluation Report for the Occupational Exploration Programs. ED 106 507
- Development and Evaluation of Evaluation for Program Improvement. Far West Series in Instructional Planning. ED 106 977
- Development and Evaluation of the Determining Instructional Purposes Training Package: Setting Goals, Analyzing Problems, Deriving Objectives. Far West Series in Instructional Planning. ED 106 973
- A Discussion of a Proposed System for Rewarding And Improving Instructional Effectiveness. ED 107 171
- Educational Evaluation of the Optacon (Optical-to-Tactile Converter) as a Reading Aid to Blind Elementary and Secondary Students. Final Report. ED 107 294
- Educators' Perceptions of School Domain Claims. ED 107 606
- The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. (Report of First Year of Program). ED 107 681
- The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program). ED 107 690
- ESEA, Title III Dissemination Program Evaluation Report, 1972-73, 1973-74. Sections I and II. ED 107 655
- ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume I. Evaluation Report. ED 107 691
- ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume II. Evaluation Report. ED 107 692
- Evaluation of an Occupational Education Model for Primary Grades. ED 106 665
- The Evaluation of Distributive Education Programs. ED 107 717
- The Evaluation of Dropout Prevention Programs. ED 107 716
- Evaluation of Follow Through Programs by Follow Through Sponsors 1970-71. A Summary, Analysis, and Review. ED 107 369
- Evaluation of the Community Experiences for Career Education Program. ED 107 719
- An Evaluation of the Influence of the Expanded Food and Nutrition Education Program in Missouri. ED 106 472
- Evaluation of the Knox County Extended School Year Program 1974-75. ED 106 949
- Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Descriptive Analysis). Research and Evaluation Report Series No. 22.01. ED 107 444
- Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Graphic Description). Research and Evaluation Report Series No. 22.02. ED 107 445
- Evaluation Reports of ESEA, Title III Projects: Final Report, FY 1972. ED 107 693
- External Evaluation of Project ACT. ED 106 461
- Federal Programs for Education of the Handicapped: Issues and Problems; Report to the Congress. ED 107 019
- Final Evaluation of Region II Institute for the Training of Teachers of English as a Second Language (ESL). ED 106 442
- Final Evaluation of the Three Year Project of the Mecklenburg County Department of Social Services Agency Operated Child Development-Day Care Program. ED 107 383//
- A Final Evaluation Report for the Five Years of Operation (1969-1974) [of the Bilingual Education Program in Greenville, New Hampshire]. ED 107 124
- Florida State Advisory Council on Vocational and Technical Education: Annual Evaluation Report: Fiscal Year 1974. ED 106 538
- The Health and Welfare Module: An Evaluation Report for the Occupational Exploration Program. ED 106 509
- Health Maintenance Education and Services for Senior Adults: Program Resume: Project S.M.I.E. [Services to Maintain Independent Living for the Elderly]. ED 106 524
- Impact 8 of the Title VI Programs in the State of Oregon: September 1, 1973-August 1974. ED 107 072
- Impacts on an Educational Researcher. ED 107 680
- Impacts on an Educationist/Administrator. ED 107 679
- Impacts on an Intellectual Historian. ED 107 678
- Impacts on a Social Psychologist-Consultant. ED 107 677
- The Indian Education Act of 1972. Report of Progress for the First Year of the Program. ED 107 439//
- The Indian Education Act of 1972. Report of Progress for the Second Year of the Program. ED 107 446
- Insurance: An Evaluation Report for the Occupational Exploration Program. ED 106 508
- The Louisiana State Criteria of Excellence for Schoolwide Reading Programs. ED 106 779
- Manufacturing Production: An Evaluation Report for the Occupational Exploration Program. ED 106 506
- NASK at MIT. Final Report, 1 March 1974 through 28 February 1975. Report ESL-FR-587. ED 107 226
- National Home Start Evaluation. Interim Report 4: Program Analysis. ED 107 379
- The National Home Start Evaluation. Interim Report 4: Summative Evaluation Results. ED 107 380
- Observation Procedures for Classroom Tryout of Instructional Materials and Procedures. ED 106 887
- Occupational Exploration Program: Evaluation Report Notebook--An Overview. ED 106 502
- Optional Year-Round Plan in Prince William County, Virginia. ED 106 943
- Planning Construction Projects: An Evaluation Report for the Occupational Exploration Program. ED 106 504
- Planning Educational Programs: An Evaluation Report for the Occupational Exploration Program. ED 106 503
- Post Secondary Programs for the Deaf: II. External View. Research Report No. 61. ED 106 999
- Post Secondary Programs for the Deaf: III. Internal Views. Research Report No. 67. ED 107 002
- Product Services Module: An Evaluation Report for the Occupational Exploration Program. ED 106 505
- Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '75. ED 106 460

- The Quality of Special Education Teacher Training Programs: A Report to the Legislature in Response to Senate Resolution 1974-178. ED 107 014
- A School District Looks at an Alternative to Half-Day, Every Day Kindergarten Programs. ED 107 347
- A Self-Help Program for One Parent Households. Final Report. ED 106 473
- Some Impacts of the Evaluation of an Experimental International Studies Curriculum on the Members of an Interdisciplinary Evaluation Team. ED 107 676
- A Study of the Extreme Learning Problem Program in Oregon: 1971-72, 1972-73. ED 107 071
- A Survey of State-Level Academic Program Review Policies and Procedures for Higher Education. Final Report. ED 107 163
- Thirteen Alternative Learning Environments That Can Be Used to Evaluate the Impact of Teacher Inservice Workshops on Documented Learner Benefits. ED 107 648
- Topical Modules in Secondary Mathematics. Final Project Report. ED 107 478//
- The Uniform Migrant Student Record Transfer System. A Position Paper. ED 107 440
- Webber School Evaluation Report: School Year 1973-74. ED 107 356
- Program Guides**
- Guide to Programs in Linguistics: 1974-75. ED 107 131
- Law-Related Education in America: Guidelines for the Future. Report of the American Bar Association Special Committee on Youth Education for Citizenship. ED 107 555
- Model for Implementation of School Placement Services. ED 106 477
- Volunteers in Rehabilitation. Volumes 1-12. ED 106 668//
- Program Improvement**
- Educational Leadership in an Era of Accountability. ED 106 941
- ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume I. Evaluation Report. ED 107 691
- Evaluative Research in Corrections: A Practical Guide. ED 106 698
- Workshop in Community Leadership: Guidelines. ED 106 696
- Programing**
- A Plan for Teaching Data Processing to Library Science Students. ED 107 259
- Programing (Broadcast)**
- Television Basics for TV-ABE Institute. ED 106 470
- Programing Languages**
- The Computer in the School. Fastback No. 58. ED 107 222
- Less Equals More: Coaching/Prompting CAI as a Tool Technology. ED 107 243
- A Plan for Teaching Data Processing to Library Science Students. ED 107 259
- Program Planning**
- AAPS: Local Attendance Area Planning for Career Education. ED 106 531
- Computer-Assisted Instruction for the Blind and Deaf. ED 107 039
- The Educational Cooperative: Exceptional Children Activities. ED 107 036
- Federal Programs for Education of the Handicapped: Issues and Problems; Report to the Congress. ED 107 019
- Functions of Status Testing in the Development of an Instructional Program. ED 106 871
- Insight Unlimited: Catch 'em Early; A Screening, Remediation, and Developmental Program for the Whole Child. ED 107 051
- A Master Plan for the Education of the Disabled by Tokyo Metropolitan Government, 1974-75. ED 107 016
- Ohio Career Development Program Inservice Procedures Manual. Final Draft. ED 106 560
- A Plan for Improved Services for the Developmentally Disabled in Michigan. ED 107 040
- Planning for Career Education Programs: Guidelines for Local Planners. ED 106 656
- Practical Guide to Industrial Arts Education. ED 106 475//
- Processes of Planning. Spaces for Career Preparation: Document 2. ED 106 937
- Rationalizing Individualized Instruction. ED 107 153
- Urban Wild: A Manual for the Development, Implementation, and Operation of Nature Centers on School Campuses. ED 107 473//
- Program Proposals**
- Indianapolis Public Schools: Special Education Comprehensive Plan. Volumes 1 and 2. ED 107 054
- Project ACT**
- External Evaluation of Project ACT. ED 106 461
- Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '74. ED 106 458
- Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Second-Year Report: FY '74. ED 106 459
- Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '75. ED 106 460
- Project Advance**
- An Analysis of Articulation Programs. ED 106 922
- Project Follow Through**
- Assistance to Local Follow Through Programs. Annual Report. ED 107 349
- Evaluation of Follow Through Programs by Follow Through Sponsors 1970-71. A Summary, Analysis, and Review. ED 107 369
- Project Home Start**
- National Home Start Evaluation. Interim Report 4: Program Analysis. ED 107 379
- The National Home Start Evaluation. Interim Report 4: Summative Evaluation Results. ED 107 380
- Project IDEA**
- Ideas Identified and Distributed through Project IDEA. ED 107 632
- Project LEM**
- Environment and Space Utilization: Project LEM. ED 106 902
- Organization and Curriculum: Project LEM. ED 106 901
- Project Physics**
- The Adoption of an Innovation in Physics Teaching: A Study of Factors Related to the Adoption of the Project Physics Course in American High Schools. ED 107 453//
- The Effects of Grade Level and Other Factors on the Achievement in Project Physics among High School Physics Students. ED 107 461//
- Projects**
- ESEA, Title III Dissemination Program Evaluation Report, 1972-73, 1973-74. Sections I and II. ED 107 655
- Project SMILE**
- Health Maintenance Education and Services for Senior Adults: Program Resume: Project S.M.I.L.E. (Services to Maintain Independent Living for the Elderly). ED 106 524
- Project Training Methods**
- The FOL Project, Collaboration Between Preschool and the Primary Level of the Compulsory School. ED 107 350
- Promotion (Occupational)**
- Promotion and Careers in Teaching. ED 107 621//
- Pronunciation**
- Aperçu des fautes éventuelles des anglophones Nord-Américains (Survey of Possible Errors of English-Speaking North Americans). ED 107 143
- Reappraisal of the Voicing Constraint in Consonant Cluster Simplification. ED 107 145
- Propaganda**
- Bias Against Women in American Educational History--A Propaganda Analysis. ED 106 856
- Property Accounting**
- Storekeeper I and C: Rate Training Manual. Revised. ED 106 511
- Proposals**
- The \$5 Game: A Guidebook on the Funding of Law-Related Educational Programs. Working Notes, No. 7. ED 107 554
- Psychiatric Aides**
- Middle-Level Workers: Characteristics, Training and Utilization of Mental Health Associates. Community Mental Health Monograph Series No. 8. ED 106 647//
- Psychiatric Hospitals**
- Schizophrenics for Whom Phenothiazines May Be Contraindicated or Unnecessary. ED 106 690
- Psychodrama**
- Counseling Prisoners. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 17R. ED 106 745
- Psychoeducational Processes**
- Psychological and Affective Education. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 20R. ED 106 748
- Psycholinguistics**
- The Acquisition of the Concept of Grammatical Gender in Monolingual and Bilingual Speakers of Spanish. ED 107 134
- Comparative Studies in Second Language Learning. CAL-ERIC/CLL Series on Language and Linguistics, No. 26. ED 107 157
- The Context of Foreign Language Teaching. ED 107 139//
- A Deviant Phonological System of English. Papers and Reports on Child Language Development, No. 8. ED 107 116
- Fricatives in Child Language Acquisition. Papers and Reports on Child Language Development, No. 6. ED 107 115//
- Heterogeneity in Language and Speech: Neurolinguistic Studies. Working Papers in Phonetics, No. 29. ED 107 160//
- Learning: Theoretic Foundations of Linguistic Universals. Social Science Working Paper No. 60. ED 107 155
- Learning the Structure of Causative Verbs: A Study in the Relationship of Cognitive, Semantic and Syntactic Development. Papers and Reports on Child Language Development, No. 8. ED 107 118

- Review of Thomas G. Bever, "A Survey of Some Recent Work in Psycholinguistics." *Linguistic Notes from La Jolla*, No. 3. ED 107 126
- Some Notes on Lee and Canter's "Developmental Sentence Scoring: A Clinical Procedure for Estimating Syntactic Development in Children's Spontaneous Speech." *Papers and Reports on Child Language Development*, No. 4. ED 107 113
- "This Man's Father Is My Father's Son": A Study of the Acquisition of English Kin Terms. *Papers and Reports on Child Language Development*, No. 5. ED 107 114//
- Psychological Characteristics**
Field-Independence and the Structuring of Knowledge in a Social Studies Minicourse. ED 107 565
- The Relationship Between Psychological Differentiation and Perceptions of Supervisory Behavior. ED 106 487
- Psychological Evaluation**
Five Years of Special Education and Psychiatry in Suburbia: A Review, Survey, and Critique. ED 107 070
- Psychological Needs**
Inextricable Aspects of Sex and Race. ED 107 731
- Psychological Patterns**
Schizophrenics for Whom Phenothiazines May Be Contraindicated or Unnecessary. ED 106 690
- Selected Issues on Aging. ED 106 735
- Psychology**
Background and Treatment of the Emotional-Behavior Disorders of Children: A Bibliography of Research (1925-1970). ED 107 027
- Career Development Guide: Grades 9-12. ED 106 637
- Cognitive Psychology: A Computer-Oriented Laboratory Manual. Student Manual and Instructor Manual. ED 106 691//
- People and Buildings—a Brief Overview of Research. *Exchange Bibliography* No. 301. ED 106 965
- Transpersonal Psychology in Education. ED 107 626
- Psychomotor Skills**
Aging and Motor Skill: A Research Frontier. ED 107 633
- Las Palomitas Preschool for the Handicapped. Guide. ED 107 066
- Motor Development in Early Childhood: A Guide for Movement Education with Ages 2 to 6. ED 107 620//
- Rhythm and Motor Ability in Developmentally Disabled Children. ED 107 637
- Psychosocial Maturity Scale**
Psychosocial Maturity: A Preliminary Examination of Validation Techniques. Report No. 157. ED 107 712
- Psychotherapy**
Life Style Assessment: So What! ED 106 694
- Public Access**
Information Service. ED 107 277
- Public Administration Education**
Local Government—Form and Reform: A Selected Bibliography. *Exchange Bibliography* No. 640. ED 106 909
- Public Affairs Education**
Wisconsin's Lake Superior Basin Water Quality Study. Technical Report No. 1. ED 107 476//
- Publications**
An Annotated Bibliography of Selected Projects, Theses, and Dissertations on the American Indian by Arizona State University Students from 1943-1974. ED 107 425
- Holy Grails and Monographs. ED 106 775
- Suggested Resource and Instructional Materials for Obtaining Information About Careers. *Bulletin* No. 42-974. ED 106 653
- Public Doublespeak**
Classroom Techniques to Evaluate Advertising in Magazines. ED 106 873
- Public Education**
Wisconsin's Lake Superior Basin Water Quality Study. Supplement. Technical Report No. 2. ED 107 477//
- Public Housing**
The Story of Self-Help Enterprises (SHE). A History of Self-Help Housing in the San Joaquin Valley. ED 107 404
- Publicize**
Basic Teaching Kit on Consumer Advertising. ED 107 577//
- Classroom Techniques to Evaluate Advertising in Magazines. ED 106 873
- Creating an Advertising Campaign: An Evaluation Report for the Occupational Exploration Programs. ED 106 507
- Exploring Careers in Visual Advertising Services. ED 106 580
- Perspectives on Advertising Education: Curricula, Research—Descriptive, Research—Experimental, Industry/Educators' Cooperation, Special Interest Areas, and Instruction; Proceedings of the 1974 National Conference for University Professors of Advertising at the Univ. of Rhode Island. ED 106 865
- Public Libraries**
An Evaluation of the El Centro de la Causa Library and Information Center: August 1973 through July 1974. Final Report. ED 107 291
- New Hyde Park Public Library; A Study. ED 107 266
- Public Opinion**
Audience Response to Speech Analysis Following Televised Political Messages. ED 106 890
- Racism and the Mass Media. ED 106 879//
- Survey Data for Trend Analysis. An Index to Repeated Questions in U. S. National Surveys Held by the Roper Public Opinion Research Center. ED 107 542
- Public Policy**
Foundations and Public Policy Formation. ED 107 563
- How to Protect Your Rights in Television and Radio. ED 107 225//
- Industrial Invasion of Nonmetropolitan America. A Quarter Century of Experience. ED 107 409
- Public Relations**
An Assessment of Selected Oklahoma Public School Personnel's Opinions of the Public Junior College. ED 107 321//
- Perspectives on Advertising Education: Curricula, Research—Descriptive, Research—Experimental, Industry/Educators' Cooperation, Special Interest Areas, and Instruction; Proceedings of the 1974 National Conference for University Professors of Advertising at the Univ. of Rhode Island. ED 106 865
- Public School Adult Education**
Adult High School Diploma Programs: An Emerging Alternative. ED 106 463
- Public School Systems**
Impact of Decentralization on Curriculum: Selected Viewpoints. ED 107 616
- Public Service Occupations**
Exploring Careers in Public and Civil Service Occupations. ED 106 579
- Public Speaking**
Structure and Organization of the SWRL Drama and Public Speaking Program for 1972-73 Tryout. ED 106 886
- Puerto Ricans**
Social Structures, Ideologies, and Culture Codes in Occupational Development of Puerto Rican Youths. Volume 1 of Final Report, Anthropological Study of Disability From Educational Problems of Puerto Rican Youths. ED 107 742
- Purdue University Calumet Campus**
An Approach to Assessment of Quality of a University Library Collection. ED 107 308
- Quadrimester Program**
A Review of the Quadrimester Program with Cost Estimates for a Proposed Quadrimester Program for the Lafayette Parish, Louisiana, Schools. ED 106 900
- Questioning Techniques**
The Acquisition of Nonverbal Behaviors by Preservice Science Teachers and Their Application During Student Teaching. ED 107 457//
- The Effects of Pacing and Mode of Adjunct Questions on Short and Long Term Retention of Written Materials. ED 107 731
- The Effects of Two Differing Questioning Strategies on the Achievement and Attitudes of Elementary Pupils. ED 107 491
- An Investigation of the Effects of a Graduate Course on the Modification of Teacher Behavior. ED 107 646
- The Use of Interactive Computer Simulations for Sensitizing Mathematics Methods Students to Questioning Behaviors. ED 107 503//
- Questionnaires**
The Development of the Disability Opinion Surveys and the Social Distance Survey: Preliminary Report. ED 107 041
- ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume II. Evaluation Report. ED 107 692
- Evaluation of Methodology for Estimating the Cost of Air Force On-The-Job Training. Final Report. ED 107 730
- Short Course Assessment and Evaluation in the Library/Information Field. *Aslib Occasional Publication* No. 15. ED 107 271//
- Webster School Evaluation Report: School Year 1973-74. ED 107 356
- Race Relations**
Human Relations in the Classroom: An Annotated Bibliography. Supplement 4. ERIC-CUE Urban Disadvantaged Series, Number 41. ED 107 732
- Inextricable Aspects of Sex and Race. ED 107 751
- Some Effects of Inter-Group Contact Among Black, White, and Latin Milwaukee Students. ED 107 740
- Racial Attitudes**
A Cross-Cultural Comparison of Viewer Agreement with Opinionated Television Characters. ED 106 884
- Racial Balance**
Some Effects of Inter-Group Contact Among Black, White, and Latin Milwaukee Students. ED 107 740
- Racial Differences**
Experimenter Effect in a Study of Racial Identification by Urban Kindergarten Children. ED 107 376

Racial Discrimination

Reflections of American Prejudice at Antebellum West Point (1802-1861).
ED 107 558

Racial Integration

The Impact of the Pratt Decision on Black Public Colleges: Florida's Commitment.
ED 107 167

Toward Effective Change in an Elementary School: A Case Study of Some Positive Results of Court-Ordered Change.
ED 106 970

Racism

Racism and the Mass Media.
ED 106 879//

Radio

Exploring Careers in Radio and Television Program Production.
ED 106 583

How to Protect Your Rights in Television and Radio.
ED 107 225//

Radioisotopes

Radioactive Wastes. Revised.
ED 107 524

Radiologic Technologists

Development of Career Opportunities for Technicians in the Nuclear Medicine Field. Final Report.
ED 107 498

Radio Technology

A Selective Bibliography of Commercial Radio and Television Engineering.
ED 107 263

Rasch Item Calibration

An Empirical Test of the Content Homogeneity Assumption Involved in Rasch Item Calibration.
ED 107 675

Rating Scales

Acceptance of Ideas of Others [Number Form and Star Form].
ED 107 686//

Acceptance of Others (Number Form).
ED 107 685//
Beauty and Dating Choice--Objective and Subjective Reality.
ED 106 697

A Comparison of the Adaptive Behavior of Retarded Individuals Successfully and Unsuccessfully Placed in Group Living Homes.
ED 107 034

The Development of the Disability Opinion Surveys and the Social Distance Survey: Preliminary Report.
ED 107 041

Maintaining Reliability in a Longitudinal Study. National Consortium for Humanizing Education. Interim Report No. 1.
ED 106 730

Opinionnaire on Attitudes Toward Education.
ED 107 687//

Pennsylvania Educational Quality Assessment Attitude Toward School Instrument.
ED 107 683//

Philosophy of Glasser Questionnaire.
ED 107 689//

A Preliminary Report on the Anthropology Department Student Ratings Survey.
ED 107 699

Psychosocial Maturity: A Preliminary Examination of Validation Techniques. Report No. 157.
ED 107 712

The Relationship Between Children's Self-Concepts, Teacher's Rating, and Academic Achievement.
ED 106 699

Satisfaction With Teaching Questionnaire.
ED 107 688//

School Attitude Scale (Grades 1-3).
ED 107 682//

School Attitude Scale (Grades 4-6).
ED 107 684//

Rats

Effects of Fixatives and Buffers upon the Morphology of Heart and Skeletal Muscle Mitochondria from Exhausted Rats.
ED 107 634

Reactive Behavior

Reactive and Reciprocal Inhibition Therapies in the Group Treatment of Test Anxiety.

ED 106 703

Readability

The Assessment of Print Materials: Individualized Inservice Packet Number 1. Teaching Teen Reading Series.
ED 106 753

Readiness

Mathematical Readiness of Six-Year-Olds and the Placement of First Grade Mathematical Topics.
ED 107 505//

A School District Looks at an Alternative to Half-Day, Every Day Kindergarten Programs.
ED 107 347

Vocational Opinion Index.
ED 107 697//

Readiness (Mental)

Family Size and Learning Readiness Profiles of Socioeconomically Disadvantaged Preschool Whites.
ED 107 358

The Influence of Family Size on Learning Readiness Patterns of Socioeconomically Disadvantaged Preschool Blacks.
ED 107 385

Readiness Continuum.
ED 107 029

Reading

A Double X-Y Platform for Randsight-Type Instruments.
ED 107 061

Holy Grails and Monographs.
ED 106 775

Resource Services: Preliminary Curriculum Guide for Reading, Mathematics, Spelling, Writing, and Perceptual Development.
ED 107 025

Reading Achievement

Second Grade Syntax Attainment and Reading Achievement.
ED 106 764

Teacher Outcomes Studies: The Development of Methods for Obtaining Teacher Estimates of Minimal and Desired Student Performance.
ED 107 726

Reading Comprehension

Assessment of Reading Comprehension, Panel 5; Conference on Studies in Reading (Washington, D.C., August 1974).
ED 106 831

Comprehension Considerations in SWRL Reading Instruction. Technical Note No. 2-72-35.
ED 106 771

Descriptions of the Structure and Ordering of Language in the Mod 2 Kindergarten Stories. Technical Note No. 2-72-34.
ED 106 772

Interpretive Comprehension in the Content Areas: Individualized Inservice Packet Number IV. Teaching Teen Reading Series.
ED 106 756

Le test de closure: mesure de la lisibilité et de la compréhension (Cloze Test: Measure of Readability and Comprehension).
ED 107 104//

Literal Comprehension in the Content Areas: Individualized Inservice Packet Number III. Teaching Teen Reading Series.
ED 106 755

Reading Difficult Writing Is a Problem Solving Process.
ED 106 751

Semantics, Concepts, and Culture, Panel 1; Conference on Studies in Reading (Washington, D.C., August 1974).
ED 106 830

The Sequence of the Reading Lesson: Individualized Inservice Packet Number VII. Teaching Teen Reading Series.
ED 106 759

Reading Development

Ideas for Classroom Reading Activities.
ED 106 781

Reading Diagnosis

The Assessment of Student Groups: Individualized Inservice Packet Number II. Teaching Teen Reading Series.
ED 106 754

[Developmental Reading Instruction].
ED 106 836

On-Line Diagnosis of Reading Difficulties. Technical Report No. 327.

Prevention of Reading Disabilities through Early Diagnosis and Remediation.
ED 106 842

Reading Diagnosis Kit.
ED 106 774//

Reading Difficulty

On-Line Diagnosis of Reading Difficulties. Technical Report No. 327.
ED 106 765

The Organization and Development of a Tutorial Reading Program for Junior High Students.
ED 106 763

Reading-Learning Disabilities: A Selective Bibliography. Exceptional Child Bibliography Series No. 664.
ED 106 997//

A Study of the Extreme Learning Problem Program in Oregon: 1971-72, 1972-73.
ED 107 071

Reading Improvement

Andrews Elementary School Reading Improvement Program.
ED 106 814

Interdisciplinary Programs.
ED 106 788

Reading Improvement Program.
ED 106 801

Reading Instruction

[Adult Reading-Bilingual Laboratories and Learning Center, Huntsville, Texas.]
ED 106 815

Andrews Elementary School Reading Improvement Program.
ED 106 814

[A Program to Improve the Informational Processing of Children with Reading and Learning Problems.]
ED 106 826

[Atlanta Right to Read Project.]
ED 106 824

The Ball-Stick-Bird TM Method in the Classroom.
ED 106 750

Birch Lane Elementary School Media Services Program.
ED 106 806

Boise Structured Tutoring Program.
ED 106 799

Communication Classes for Secondary School Pupils.
ED 106 844

Communication Skills Improvement Center.
ED 106 827

Communication Skills through Authorship.
ED 106 837

Comprehensive Client-Centered Basic Skills and Staff Development Center (Project BASIC).
ED 106 790

Correct Reading Services.
ED 106 823

Creative Teaching of Reading in the Elementary School. 2nd Edition.
ED 106 766//

A Demonstration Project for Target Area Children.
ED 106 843

Department of Directed Studies, La Junta, Colorado. (Otero Junior College's Reading/Study Skills Laboratory--A Supporting Service).
ED 106 803

[Diagnostic-Prescriptive-Individualized (D.P.I.) Primary Reading Program].
ED 106 783

Early Reading Success Program.
ED 106 832

Eden Gardens Kindergarten Program.
ED 106 835

The Fort Worth Plan: A Systems Approach for Continuous Progress in Reading for All Elementary Children.
ED 106 812

[Framingham Public Schools Reading Program.]
ED 106 848

Functional Reading for Maryland.
ED 106 825

Fundamentals of Decoding for Teachers.
ED 106 767//

Ideas for Classroom Reading Activities.
ED 106 781

[Individualized Reading and Social Science Program.]
ED 106 802

- Individualized Reading and You. ED 106 776
- Individualizing Instruction: Placing Learning Ahead of Teaching. ED 106 813
- Integrated Language Experience Approach--Using Research Unit. ED 106 833
- Interdisciplinary Programs. ED 106 788
- Interest, Needs Developmental Reading Program. ED 106 838
- Jefferson School Design for Right to Read. ED 106 797
- A Language Arts Program for the Nonacademic Students on the Secondary Level. ED 106 785
- The Language Experience Approach Teaching Reading. ED 106 777
- [Learning Achievement through Saturated Educational Resources (LASER)]. ED 106 796
- Lippincott Basic Reading Program. ED 106 800
- Literal Comprehension in the Content Areas: Individualized Inservice Packet Number III. Teaching Teen Reading Series. ED 106 755
- Mamaroneck Right to Read Tutorial Program. ED 106 809
- Matteson Four-Dimensional Reading Project. ED 106 795
- McGraw-Hill Programmed Reading Evaluation. ED 106 805
- McKinley School Right to Read Project. ED 106 808
- [Mentor High School Reading Program.] ED 106 811
- Minneapolis Public Schools Title I Reading Program. ED 106 817
- New Adventure in Learning (Project NAIL). ED 106 834
- The New Approach Method (NAM). ED 106 810
- New York City Right to Read Impact Project. ED 106 794
- Objectives and Structure of the SWRL Reading Program, Blocks 1-8. Technical Note No. 3-72-42. ED 106 768
- [Operation Upgrade. A Bibliography of Materials for Adult New Readers and Tutors of Adult New Readers.] ED 106 820
- The Parkrose Heights and Fremont Junior High Reading Program. ED 106 839
- Patterson Road Elementary School Formula Phonics Reading Chain. ED 106 846
- PREP [Pre-Discharge Education Program], Longview Community College-Richards-Gebaur Air Force Base, Missouri. ED 106 807
- Prevention of Reading Disabilities through Early Diagnosis and Remediation. ED 106 842
- Primary Language Development--Pre-Kindergarten Component. ED 106 841
- Prime Reading Program. ED 106 798
- PRIMIR (Primary Individualized Reading). ED 106 819
- Project Aloha. Annual Evaluation Report. ED 106 821
- Project: Pegasus [Personalized Education Growth and Achievement; Selective Utilization of Staff]. ED 106 782
- Project Successful Beginning. ED 106 786
- Reading Difficult Writing Is a Problem Solving Process. ED 106 751
- The Reading Emphasis Program. ED 106 840
- Reading Improvement Program. ED 106 801
- Reading Instructional Management System (RIMS), Citrus Heights, California. ED 106 822
- Second Grade Syntax Attainment and Reading Achievement. ED 106 764
- The Sequence of the Reading Lesson: Individualized Inservice Packet Number VII. Teaching Teen Reading Series. ED 106 759
- [Sequential Processes for Mastery of Skills in Decoding from Pre-Phonic Training to Independent Reading Competency.] ED 106 845
- Sinclairville Right to Read SILO [Sinclairville Individualized Learning Organizer]. ED 106 784
- [Sound-Word-Sentence-Meaning Song Cards]. ED 106 789
- South Douglas County Early Childhood Education Project. Third Year Evaluation Report. ED 106 804
- [Southampton County Coordinated Reading Improvement Program.] ED 106 816
- Success through Identification and Curriculum Change. ED 106 787
- [The Reading Game: Long Beach, California; Rosamond, California; and Los Angeles, California.] ED 106 847
- Title I Compensatory Reading Centers. ED 106 828
- Vocabulary Development in the Content Areas through Word Meaning: Individualized Inservice Packet Number VI. Teaching Teen Reading Series. ED 106 758
- [Weldon Elementary School Reading Program.] ED 106 818
- [West Friendship Elementary Reading Program: "Accept and Challenge."] ED 106 829
- Words-From Print to Meaning: Classroom Activities for Building Sight Vocabulary, for Using Context Clues, Morphology, and Phonics. ED 106 762//
- Reading Materials**
- Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, and Coconino -- 1971/72. ED 107 401
- Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, & Coconino Counties -- 1972/73. ED 107 402
- Intermediate Amharic Cultural Reader. Final Report. ED 107 102
- Reader for Advanced Spoken Tamil, Parts 1 and 2. ED 107 099//
- Reading Material Selection**
- The Assessment of Print Materials: Individualized Inservice Packet Number I. Teaching Teen Reading Series. ED 106 753
- The Assessment of Student Groups: Individualized Inservice Packet Number II. Teaching Teen Reading Series. ED 106 754
- Individualization in the Content Areas: Individualized Inservice Packet Number VIII. Teaching Teen Reading Series. ED 106 760
- Interpretive Comprehension in the Content Areas: Individualized Inservice Packet Number IV. Teaching Teen Reading Series. ED 106 756
- Literal Comprehension in the Content Areas: Individualized Inservice Packet Number III. Teaching Teen Reading Series. ED 106 755
- The Sequence of the Reading Lesson: Individualized Inservice Packet Number VII. Teaching Teen Reading Series. ED 106 759
- The Uses of Reading and Study Skills: Individualized Inservice Packet Number IX. Teaching Teen Reading Series. ED 106 761
- Vocabulary Development in the Content Areas through Word Recognition Skills: Individualized Inservice Packet Number V. Teaching Teen Reading Series. ED 106 757
- Vocabulary Development in the Content Areas through Word Meaning: Individualized Inservice Packet Number VI. Teaching Teen Reading Series. ED 106 758
- Reading Processes**
- Assessment of Reading Comprehension, Panel 5; Conference on Studies in Reading (Washington, D.C., August 1974). ED 106 831
- Comprehension Considerations in SWRL Reading Instruction. Technical Note No. 2-72-35. ED 106 771
- Report of the Conference on Visual Information Processing Research and Technology (Columbia, Maryland, June 10-21, 1974). ED 106 752
- Reading Programs**
- [Adult Reading-Bilingual Laboratories and Learning Center, Huntsville, Texas.] ED 106 815
- Andrews Elementary School Reading Improvement Program. ED 106 814
- [A Program to Improve the Informational Processing of Children with Reading and Learning Problems.] ED 106 826
- [Atlanta Right to Read Project.] ED 106 824
- The Ball-Stick-Bird TM Method in the Classroom. ED 106 750
- Birch Lane Elementary School Media Services Program. ED 106 806
- Boise Structured Tutoring Program. ED 106 799
- Communication Classes for Secondary School Pupils. ED 106 844
- Communication Skills Improvement Center. ED 106 827
- Communication Skills through Authorship. ED 106 837
- Comprehensive Client-Centered Basic Skills and Staff Development Center (Project BASIC). ED 106 790
- Correct Reading Services. ED 106 823
- A Demonstration Project for Target Area Children. ED 106 843
- Department of Directed Studies, La Junta, Colorado. (Otero Junior College's Reading/Study Skills Laboratory--A Supporting Service). ED 106 803
- [Developmental Reading Instruction.] ED 106 836
- [Diagnostic-Prescriptive-Individualized (D.P.I.) Primary Reading Program]. ED 106 783
- Early Reading Success Program. ED 106 832
- Eden Gardens Kindergarten Program. ED 106 835
- The Fort Worth Plan: A Systems Approach for Continuous Progress in Reading for All Elementary Children. ED 106 812
- [Framingham Public Schools Reading Program.] ED 106 848
- Functional Reading for Maryland. ED 106 825
- [Individualized Reading and Social Science Program.] ED 106 802
- Individualizing Instruction: Placing Learning Ahead of Teaching. ED 106 813
- Integrated Language Experience Approach--Using Research Unit. ED 106 833
- Interdisciplinary Programs. ED 106 788
- Interest, Needs Developmental Reading Program. ED 106 838
- Jefferson School Design for Right to Read. ED 106 797
- A Language Arts Program for the Nonacademic Students on the Secondary Level. ED 106 785
- [Learning Achievement through Saturated Educational Resources (LASER)].

- Lippincott Basic Reading Program. ED 106 796
- The Louisiana State Criteria of Excellence for Schoolwide Reading Programs. ED 106 800
- Mamaroneck Right to Read Tutorial Program. ED 106 779
- Matteson Four-Dimensional Reading Project. ED 106 809
- McGraw-Hill Programmed Reading Evaluation. ED 106 795
- McKinley School Right to Read Project. ED 106 805
- [Mentor High School Reading Program.] ED 106 808
- Minneapolis Public Schools Title I Reading Program. ED 106 811
- New Adventure in Learning (Project NAIL). ED 106 817
- The New Approach Method (NAM). ED 106 834
- New York City Right to Read Impact Project. ED 106 810
- Objectives and Structure of the SWRL Reading Program, Blocks 1-8. Technical Note No. 3-72-42. ED 106 794
- [Operation Upgrade. A Bibliography of Materials for Adult New Readers and Tutors of Adult New Readers.] ED 106 768
- The Organization and Development of a Tutorial Reading Program for Junior High Students. ED 106 820
- The Parkrose Heights and Fremont Junior High Reading Program. ED 106 763
- Patterson Road Elementary School Formula Phonics Reading Chain. ED 106 839
- PREP [Pre-Discharge Education Program], Longview Community College-Richards-Gebaur Air Force Base, Missouri. ED 106 846
- Prevention of Reading Disabilities through Early Diagnosis and Remediation. ED 106 807
- Primary Language Development--Pre-Kindergarten Component. ED 106 842
- Prime Reading Program. ED 106 841
- PRIMIR (Primary Individualized Reading). ED 106 798
- Project Aloha. Annual Evaluation Report. ED 106 819
- Project: Pegasus [Personalized Education Growth and Achievement; Selective Utilization of Staff]. ED 106 821
- Project Successful Beginning. ED 106 782
- Reading Difficult Writing Is a Problem Solving Process. ED 106 786
- The Reading Emphasis Program. ED 106 751
- Reading Improvement Program. ED 106 840
- Reading Instructional Management System (RIMS), Citrus Heights, California. ED 106 801
- Self-Pacing in Reading and Writing Programs: What Does the Future Hold? ED 106 822
- [Sequential Processes for Mastery of Skills in Decoding from Pre-Phonic Training to Independent Reading Competency.] ED 106 773
- Sinclairville Right to Read SILO [Sinclairville Individualized Learning Organizer]. ED 106 845
- [Sound-Word-Sentence-Meaning Song Cards]. ED 106 784
- South Douglas County Early Childhood Education Project. Third Year Evaluation Report. ED 106 804
- [Southampton County Coordinated Reading Improvement Program.] ED 106 801
- Success through Identification and Curriculum Change. ED 106 787
- [The Reading Game: Long Beach, California; Rosamond, California; and Los Angeles, California.] ED 106 847
- Title I Compensatory Reading Centers. ED 106 828
- [Weldon Elementary School Reading Program.] ED 106 818
- [West Friendship Elementary Reading Program: "Accept and Challenge."] ED 106 829
- Reading Readiness**
- The New Approach Method (NAM). ED 106 810
- Primary Language Development--Pre-Kindergarten Component. ED 106 841
- [Weldon Elementary School Reading Program.] ED 106 818
- Reading Research**
- Assessment of Reading Comprehension, Panel 5; Conference on Studies in Reading (Washington, D.C., August 1974). ED 106 831
- The Ball-Stick-Bird TM Method in the Classroom. ED 106 750
- The Cloze Procedure--A Selected Annotated Bibliography. ED 106 749
- Component Skills in the Word Decoding Task for the Beginning Reader: An Annotated Cross-Referenced Bibliography. Technical Note No. 2-72-03. ED 106 769
- Comprehension Considerations in SWRL Reading Instruction. Technical Note No. 2-72-35. ED 106 771
- On-Line Diagnosis of Reading Difficulties. Technical Report No. 327. ED 106 765
- Report of the Conference on Visual Information Processing Research and Technology (Columbia, Maryland, June 10-21, 1974). ED 106 752
- Semantics, Concepts, and Culture, Panel 1; Conference on Studies in Reading (Washington, D.C., August 1974). ED 106 830
- Training Kindergarten Children in Tactile-Kinesthetic Skills Assumed to Be Related to Reading. Final Report. ED 107 372
- Reading Skills**
- Assessment of Reading Comprehension, Panel 5; Conference on Studies in Reading (Washington, D.C., August 1974). ED 106 831
- Cloze, Discourse, and Approximations to English. ED 107 144
- Component Skills in the Word Decoding Task for the Beginning Reader: An Annotated Cross-Referenced Bibliography. Technical Note No. 2-72-03. ED 106 769
- Decision Making: An Imperative for Language Learning; Highlights of the Annual Language Arts Conference of Memphis State University (7th, Memphis, June 12-14, 1974). ED 106 854
- Department of Directed Studies, La Junta, Colorado. (Otero Junior College's Reading/Study Skills Laboratory--A Supporting Service). ED 106 803
- Initial Field Test and Feasibility Study of the Hypothesis/Test Word Recognition Procedures in the Special Education Classroom. Research Report No. 74. ED 107 008
- On-Line Diagnosis of Reading Difficulties. Technical Report No. 327. ED 106 765
- PREP [Pre-Discharge Education Program], Longview Community College-Richards-Gebaur Air Force Base, Missouri. ED 106 807
- Semantics, Concepts, and Culture, Panel 1; Conference on Studies in Reading (Washington, D.C., August 1974). ED 106 830
- "The American Heritage Word Frequency Book" and Its Relation to the Communication Skills Lexicon. Technical Note No. 2-72-38. ED 106 770
- The Uses of Reading and Study Skills: Individualized Inservice Packet Number IX. Teaching Teen Reading Series. ED 106 761
- Reading Tests**
- The Assessment of Student Groups: Individualized Inservice Packet Number II. Teaching Teen Reading Series. ED 106 754
- Cloze, Discourse, and Approximations to English. ED 107 144
- The Cloze Procedure--A Selected Annotated Bibliography. ED 106 749
- Le test de closure: mesure de la lisibilité et de la compréhension (Cloze Test: Measure of Readability and Comprehension). ED 107 104//
- Reading Diagnosis Kit. ED 106 774//
- Second Grade Syntax Attainment and Reading Achievement. ED 106 764
- Teacher Outcomes Studies: The Development of Methods for Obtaining Teacher Estimates of Minimal and Desired Student Performance. ED 107 726
- Technical Report: Tests of General Ability and Tests of Reading, Inter-American Series, Forms CE, DE, CES, DES. ED 107 133//
- Recall (Psychological)**
- Reliability of Children's Sorting Strategies Using Alternate Forms of the Sort Test. Research Report No. 68. ED 107 706
- Remembering the Functional Sentence. ED 106 778//
- Recordkeeping**
- Instructor Data Reporting Procedures. ED 106 670
- Signalman 1 and C: Rate Training Manual. Revised. ED 106 512
- A Study on Personal Record Management. ED 106 679
- Records (Forms)**
- Career Specialist Handbook for the World of Work K-10 Continuum. ED 106 557
- Decisions for Living: A Guide for Personal Planning. ED 106 618
- Large-Scale Standardized Testing Programs--New Vistas in User Oriented Reporting. ED 107 724
- Recreation**
- Career Education: The Leisure Occupations Cluster. Information Series No. 86. ED 106 534
- The Winter Park Amputee Ski Teaching System. ED 107 053
- Recreational Activities**
- Bicycling and Hostels. ED 107 631
- Career Education Program: Geneva Area City Schools. [Grade 9 Unit: Leisure Work]. ED 106 601
- Work and Nonwork: A Review of Theory and Empirical Research. Technical Report No. 31. ED 106 497
- Recreational Facilities**
- A Survey of Intramural-Recreational Facilities at Four-Year Colleges and Universities in the United States. ED 107 657
- Recycling**
- A Guide to Running a Recycling Project, Second Edition. ED 107 479
- Reference Books**
- American Reference Books Annual 1975. Volume 6. ED 107 235//

- Fine Arts: A Bibliographic Guide to Basic Reference Works, Histories, and Handbooks. ED 107 306//
- Reference Materials**
American Reference Books Annual 1975. Volume 6. ED 107 235//
Selected Bibliography of Polish Educational Materials. Volume 13, Number 1, 1974. ED 107 586
A Selected Bibliography on Planned Change and Community Planning Practice: Making Things Happen. Exchange Bibliography No. 224. ED 106 953
Social Indicators: A Bibliography. Exchange Bibliography No. 215. ED 106 951
- Regents**
A Popular History of the Origins of the Regents of the University of the State of New York. ED 107 585
- Regional Cooperation**
The Problem of Regional Educational Service Centers in the United States of America with Special Reference to the Seventh-Day Adventist School System. A Descriptive Study. ED 107 442
- Regional Dialects**
New Mexican Spanish Verb Forms. ED 107 105
- Regional Planning**
Advocacy Planning: A Selected Bibliography. Exchange Bibliography No. 323. ED 106 966
- Regional Programs**
Educational Research and Development Makes a Difference in Schools. Annual Report to Members. ED 107 223
External Evaluation of Project ACT. ED 106 461
Mid-Atlantic Region Special Education Instructional Materials Center. Final Technical Report. ED 107 080
Midwest Regional Media Center for the Deaf. Final Technical Report. ED 107 081
NASIC at MIT. Final Report, 1 March 1974 through 28 February 1975. Report ESL-FR-587. ED 107 226
New England Special Education Instructional Materials Center. Final Technical Report. ED 107 082
Pennsylvania Regional Instructional System for Education. Final Report. ED 107 254
Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '74. ED 106 458
Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Second-Year Report: FY '74. ED 106 459
Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '75. ED 106 460
The Role of the Institutional School Representative: Massachusetts State Department of Education. ED 106 982
The Southwest Regional Resource Center: A Compilation in Retrospect. Final Technical Report. ED 107 085
- Regular Class Placement**
Mainstreaming: Teacher Training Workshops on Individualized Instruction. ED 107 091//
Psychological Consultation: Helping Teachers Meet Special Needs. ED 107 092//
- Rehabilitation**
Volunteers in Rehabilitation. Volumes 1-12. ED 106 668//
- Relationship**
Work and Nonwork: A Review of Theory and Empirical Research. Technical Report No. 31. ED 106 497
- Relevance (Education)**
So That All Indian Children Will Have Equal Educational Opportunity. Volume 1. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children. ED 107 398
So That All Indian Children Will Have Equal Educational Opportunity. Volume 2. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children. ED 107 399
So That All Indian Children Will Have Equal Educational Opportunity. Volume 3. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children. ED 107 400
- Relevance (Information Retrieval)**
Optimum Degree of User Participation in SDI Profile Generation. ED 107 290//
- Reliability**
Maintaining Reliability in a Longitudinal Study. National Consortium for Humanizing Education, Interim Report No. 1. ED 106 730
The Use of Reliability Coefficient to Increase Accuracy of the Calculation of n in Power Formulas. ED 107 674
- Religion**
Black Religion: A Bibliography of Fisk University Library Materials Relating to Various Aspects of Black Religious Life. ED 107 309
Religion in the Public School Curriculum. ED 106 945
- Religious Organizations**
Notes on the Life of John Monteith, 1788-1868. ED 107 169
- Remedial Programs**
Opening the Door: An Analysis of Some Effects of Different Approaches to Educating Academically High-Risk Students at Forest Park Community College, 1971-72. ED 107 324//
A Study of the Extreme Learning Problem Program in Oregon: 1971-72, 1972-73. ED 107 071
- Remedial Reading**
[Atlanta Right to Read Project.] ED 106 824
Communication Classes for Secondary School Pupils. ED 106 844
Correct Reading Services. ED 106 823
[Developmental Reading Instruction.] ED 106 836
Integrated Language Experience Approach--Using Research Unit. ED 106 833
Interdisciplinary Programs. ED 106 788
Mamaroneck Right to Read Tutorial Program. ED 106 809
New York City Right to Read Impact Project. ED 106 794
The Parkrose Heights and Fremont Junior High Reading Program. ED 106 839
Prevention of Reading Disabilities through Early Diagnosis and Remediation. ED 106 842
Title I Compensatory Reading Centers. ED 106 828
- Report Cards**
Effective Student Grading and Progress Reporting. ED 106 915
School and Home Communication: A Guide for Parents and Teachers. ED 106 969
- Reproduction (Biology)**
Marital and Procreative Projections of Northeast Alabama Youth: A Historical Comparison, 1966-1972. ED 107 388
- Reprography**
RLMS Micro-File: Current State of Catalog Card Reproduction. ED 107 281//
RLMS Micro-File: Current State of Catalog Card Reproduction. Supplement 1. ED 107 282//
- Rescue**
Rescue Skills and Techniques. ED 106 488
- Research**
The Ability of Sixth Grade Students to Associate Mathematical Terms With Related Algorithms. ED 107 500//
Case Studies of a Teaching Model: Teaching Through Games. ED 107 504//
A Comparison of the Relationships Between the Level of Acceptance of Sex-Role Stereotyping and Achievement and Attitudes Toward Mathematics of Seventh Graders and Eleventh Graders in a Suburban Metropolitan New York Community. ED 107 502//
A Component for a Methods Course for Preservice Secondary School Mathematics Teachers Involving Computers and Other Laboratory Activities. ED 107 507//
Federal Funds for Research, Development, and Other Scientific Activities. Fiscal Years 1973, 1974, and 1975. Volume 23. ED 107 510
Mathematical Readiness of Six-Year-Olds and the Placement of First Grade Mathematical Topics. ED 107 505//
Mathematics and Sex. ED 107 535
Prediction of Error and Error Type in Computation of Sixth Grade Mathematics Students. ED 107 506//
Prospective and Experienced Elementary Teachers: A Comparison of Mathematical Achievement and Attitudes. ED 107 528
The Role of Research at the University of San Francisco: A Report to the President. ED 107 182
Semiotic Foundations of Information Science. Progress Report Number 1. ED 107 229
The Structure of Experience Acquired While Learning to Solve a Class of Problems. ED 107 508//
A Study of the Degree to Which Seventh, Eighth, and Ninth Grade Students Have Obtained Minimum Mathematical Competencies and Skills as Recommended by the National Council of Teachers of Mathematics. ED 107 501//
Symposium Proceedings--Occupational Research and the Navy--Prospectus 1980. Technical Report No. 74-14. ED 106 646
The Use of Interactive Computer Simulations for Sensitizing Mathematics Methods Students to Questioning Behaviors. ED 107 503//
Visual and Auditory Information Processing in Flying Skill Acquisition. Final Report for Period July 1973 through June 1974. ED 107 246
- Research and Development Centers**
Educational Research and Development Makes a Difference in Schools. Annual Report to Members. ED 107 223
Federal Funds for Research, Development, and Other Scientific Activities. Fiscal Years 1973, 1974, and 1975. Volume 23. ED 107 510
Organization and Administration of the Department of Research and Development in the Cincinnati Public Schools. ED 106 896

Research Coordinating Units

Organization and Administration of the Department of Research and Development in the Cincinnati Public Schools.

ED 106 896

Research Design

Design of the Kindergarten Program Entry Survey.

ED 106 863

The New York City Infant Day Care Study Design.

ED 107 360

Research Methods in the Behavioral Sciences: A Selected Bibliography. Exchange Bibliography No. 639.

ED 106 908

Research Development Dissemination and Evaluation

A Large School District's Research Training Needs.

ED 107 608

Researchers

Career Age and Research-Professional Activities of Academic Scientists.

ED 107 166

Research Libraries

The Future of Card Catalogs. Report of a Program Sponsored by the Association of Research Libraries, January 18, 1975.

ED 107 210

Research Methodology

Analyzing Sequential Interaction Data: Two Empirical Studies.

ED 106 891

Behavior Modification.

ED 107 614

Intradistrict Distribution of School Resources to the Disadvantaged: Evidence for the Courts.

ED 107 735

Perspectives on Simulation and Miniaturization. Professional Paper No. 1472.

ED 107 252

Projection Techniques for the Non-Statistically Inclined. Research Report No. 113.

ED 106 930

Research Methods in the Behavioral Sciences: A Selected Bibliography. Exchange Bibliography No. 639.

ED 106 908

A Response to the Perceptive Eisner.

ED 107 556

Research Needs

Aging and Motor Skill: A Research Frontier.

ED 107 633

A Survey of Research Concerns on Women's Issues.

ED 107 753

Research Problems

A Critical Review of Experimental Studies of Teacher Questions and Student Achievement.

ED 107 629

The Evaluation Supervisor as Internal Auditor.

ED 107 727

A Separate Reality: The Problem of Uncooperative Experiments.

ED 107 610

Word Meaning in Human Development.

ED 107 381

Research Projects

Crystallizing Conditions, Developmental Advancement and Education. First Annual Report.

ED 107 348

Interactive Classroom TV System for the Handicapped.

ED 107 062

Language and Adjustment Scale for the Thematic Apperception Test for Youths 12-17 Years. Data Evaluation and Methods Research, Series 2, No. 62.

ED 107 023

Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Adolescence. Second Annual Report.

ED 107 351

Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Early Childhood. Fourth Annual Report.

ED 107 352

Research Reviews (Publications)

Background and Treatment of the Emotional-Behavior Disorders of Children: A Bibliography of Research (1925-1970).

ED 107 027

Drugs and Attitude Change. Nonmedical Drug Use: Attitudes and Attitude Change. National Institute on Drug Abuse Research Issues 3.

ED 106 714

Drugs and Family/Peer Influence. Family and Peer Influences on Adolescent Drug Use. National Institute on Drug Abuse Research Issues 4.

ED 106 715

A Survey of Research Concerns on Women's Issues.

ED 107 753

Research Utilization

A Concept Paper for the School Practice and Service Program.

ED 106 936

Evaluative Research in Corrections: A Practical Guide.

ED 106 698

A Large School District's Research Training Needs.

ED 107 608

Organizing for Effective Research Management in a Large Urban School System.

ED 106 986

Programs for Improving Elementary and Secondary School Education in Mathematics 1975.

ED 107 531

Reservations (Indian)

The Land Is Our Mother. A Summary, State-wide Indian Land Use and Policy Meeting (Crow Agency, Montana, November 14-15, 1974).

ED 107 403

The Lummi Indian Demonstration Project.

ED 107 392

Residence Requirements

Nonresident Student Enrollment in State Institutions of Higher Education: An Overview.

ED 107 183

Residential Patterns

Residential Projections of Northeast Alabama Youth: A Historical Comparison.

ED 107 387

Resource Allocations

Intradistrict Distribution of School Resources to the Disadvantaged: Evidence for the Courts.

ED 107 735

Resource Allocation and Budgeting for the 1972-73 Mini-Schools of the Alum Rock Voucher Demonstration. Analysis of the Education Voucher Demonstration. A Working Note.

ED 106 894

Resource Centers

Navajo Education Resource Center, Many Farms, Arizona. Final Technical Report, 1973-1974.

ED 107 087

Resource Guide: Specific Learning Disabilities: A Guide for Teachers and Administrators, State of Mississippi.

ED 107 038

The Resource Room: A Practical Approach to Providing Instruction for Mildly Handicapped Children.

ED 107 044

The Southwest Regional Resource Center: A Compilation in Retrospect. Final Technical Report.

ED 107 085

Resource Guides

Alternative Pursuits for America's 3rd Century: A Resource Book on New Perceptions, Processes, and Programs—with Implications for the Prevention of Drug Abuse.

ED 106 716

Career Education: An Idea Book.

ED 106 529

Career Education: Information Packet Revision.

ED 106 660

Career Education Materials: Catalog: Grades 7-12.

ED 106 548

Course Resource Lists.

ED 106 456

The Devil's Millhopper: A Resource for Developing Field Studies. Resource Monograph No. 2.

ED 107 480

Handbook of Career Information Resources.

ED 106 622

Resource Guide for Field Study of the Cedar Keys Area on Florida's Gulf Coast. Resource Monograph No. 5.

ED 107 482

Resource Guide for Field Study: St. Augustine to Flagler Beach. Resource Monograph No. 4.

ED 107 481

Resource Guide: Specific Learning Disabilities: A Guide for Teachers and Administrators, State of Mississippi.

ED 107 038

Suggested Resource and Instructional Materials for Obtaining Information About Careers. Bulletin No. 42-974.

ED 106 653

Valuing Families. Activity Guide.

ED 107 551

Valuing Youth. Leader's Notebook.

ED 107 550

Resource Materials

Career Decision-Making Program: Interim Product Report.

ED 106 563

Career Education Guide: K-14.

ED 106 562

Early Childhood Education: Organization of Reference Topics for Use in Undergraduate Courses. ERIC 1967-Spring 1973. (A Selective Listing).

ED 107 371

Exploring Careers in International Travel, Trade and Communications.

ED 106 586

Handbook of Career Information Resources.

ED 106 622

Idaho Foreign Language Guide.

ED 107 142

Resource Bibliography in Career Education: Annotated Bibliography of Locally Produced Curriculum and Instructional Materials.

ED 106 564

University of Minnesota Foreign Language Curriculum Units.

ED 107 127

Resources

Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Five.

ED 106 644

Resource Units

Elementary School Project for Level One: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

ED 106 565

Elementary School Project for Level Two: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

ED 106 566

Elementary School Project for Level Four: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

ED 106 568

Elementary School Project for Level Five: Resource Unit. Lincoln County Exemplary Program in Vocational Education.

ED 106 569

Forest Services: World of Work Project: Fifth Grade: Science.

ED 106 606

My Parent's Work from A to Z: World of Work Project: Social Studies: Kindergarten.

ED 106 604

The Orthodontist, Our Friend: World of Work Project: Fifth Grade: Health.

ED 106 605

Resource Unit for Levels Nine and Ten Using the Occupational Clusters in Career Exploration. Lincoln County Exemplary Program in Vocational Education.

ED 106 572

Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation. Lincoln County Exemplary Program in Vocational Education.

ED 106 571

Resource Unit—Level Six. Lincoln County Exemplary Program in Vocational Education.

ED 106 570

Resource Unit—Level Three. Lincoln County Exemplary Program in Vocational Education.

- World of Work: Elementary School Career Education: Available Units. ED 106 567
- World of Work: K-10 Continuum. ED 106 603
- World of Work: K-10 Continuum. ED 106 556
- Response Mode**
- Development of Selective Attention in Reflective and Impulsive Children. ED 106 723
- Effects of Sexual Versus Nonsexual Arousal on Behavior Aggression. ED 106 704
- Elicitation of Anger and Opportunity for Retaliation as Determinants of Alcohol Consumption. ED 106 678
- Response Surface Analysis. National Consortium for Humanizing Education, Interim Report No. 3. ED 106 732
- Theoretical Developments Pertaining To Personal Space and Crowding. ED 106 693
- Response Style (Tests)**
- An Approximately Reproducing Scoring Scheme that Aligns Random Response and Omission. Memorandum Report for Period July 1970-July 1971. ED 107 707
- Responsive Education Program**
- The Responsive Classroom Observation Schedule--Background and Development. ED 107 375
- Retention**
- The Effects of Pacing and Mode of Adjunct Questions on Short and Long Term Retention of Written Materials. ED 107 731
- Individual Differences in Cognitive Style and The Guidance Variable in Instruction. ED 106 705
- Retention Studies Since 1960. ED 107 490
- Retention Studies**
- An Investigation Into the Effects of Background Music in a Dramatic Television Presentation on University Students' Perception and Retention of Cognitive Content. ED 107 213
- Revenue Sharing**
- Federal Civil Rights Enforcement Effort--1974. Volume IV. To Provide Fiscal Assistance. ED 107 756
- Revolution**
- Struggle for Independence: Mexico's Rebellion Against Spain. Social Studies. A Teacher's Guide for Grades 1-9. ED 107 580
- Revolutionary War (United States)**
- North Carolina in the Revolutionary Era. A Resource Study Unit. ED 107 592//
- Songs of '76: A Folksinger's History of the Revolution. ED 107 573//
- Rhetoric**
- A Conceptual Theory of Rhetoric. ED 106 878//
- Rhetorical Theories**
- A Conceptual Theory of Rhetoric. ED 106 878//
- Right to Read**
- The Louisiana State Criteria of Excellence for Schoolwide Reading Programs. ED 106 779
- Role Perception**
- Principals and Teacher Consultants Can Be a Team. Final Report of an Institute. ED 107 032
- The Relationship Between Psychological Differentiation and Perceptions of Supervisory Behavior. ED 106 487
- Sex Differences in the Development of the Motive to Avoid Success, Sex Role Identity, and Performance in Competitive and Non-Competitive Conditions. ED 106 688
- Social Experience and the Development of Social Cognition in Orthopedically Disabled and Non Disabled Children. ED 106 991
- The Socialization of Freshwomen Medical Students. ED 106 728
- Role Playing**
- The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 2: Participant's Resource-Log. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. ED 107 205
- The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 3: Director's Guide. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. ED 107 206
- Rural Areas**
- 1974 Annual Report of the Appalachian Regional Commission. ED 107 415
- Children in Pennsylvania. Volume 1. State Summary. Social Indicators for Human Services Series 1. ED 107 421
- Educational Goals of Northeast Alabama High School Seniors: An Historical Comparison. ED 107 386
- Occupational Prestige Among the Choctaw Indians. ED 107 393
- Perceived Occupational Goal Blocks of Southern Youth. ED 107 394
- The Problem of Regional Educational Service Centers in the United States of America with Special Reference to the Seventh-Day Adventist School System. A Descriptive Study. ED 107 442
- Recollections of a One-Room Schoolhouse (An Interview with Marian Brooks). ED 107 431
- Rural Renaissance--A Perspective and a Process. ED 107 390
- Rural Development**
- 1975 Revised Guide to the Rural Development Act of 1972. 93d Congress, 2d Session, January 1, 1975. ED 107 441
- Benefits and Costs of Manpower Services in the Interlake Rural Development Area. Research Bulletin No. 72-1. ED 107 395
- Impact of Job Development on Poverty in Four Developing Areas, 1970. Agricultural Economic Report No. 225. ED 107 408
- Industrial Invasion of Nonmetropolitan America. A Quarter Century of Experience. ED 107 409
- Profile of a Rural Area Work Force: The Wyoming Uranium Industry. ED 107 410
- Progress Report on Rural Development for Fiscal Year 1970. ED 107 432
- Rural Development: Fourth Annual Report of the President to the Congress on Government Services to Rural America. ED 107 437
- Rural Development: Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1971. A Report to the Congress. ED 107 433
- Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1972. Third Annual Report to the Congress. ED 107 434
- Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1973. Fourth Annual Report to the Congress. ED 107 435
- Rural Development: Third Annual Report of the President to the Congress on Government Services to Rural America. ED 107 436
- Rural Development Act 1972**
- 1975 Revised Guide to the Rural Development Act of 1972. 93d Congress, 2d Session, January 1, 1975. ED 107 441
- Rural Education**
- ATS-F and Man: A Course of Study: An Experiment in Satellite Application to Statewide Instructional Methodology. ED 107 256
- Follow-up and Evaluation of Graduates [and] Employer Evaluations of Graduates in Minnesota Collegiate-Technical Education. ED 107 325
- Library Information Network Experiment with ATS-F Satellite Telecommunications. ED 107 255
- Rural Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1. ED 107 429
- Rural Family**
- The Role of the Wife in Farm Decisions. Rural Sociology Monograph Number 5. ED 106 533
- Rural Population**
- The Story of Self-Help Enterprises (SHE). A History of Self-Help Housing in the San Joaquin Valley. ED 107 404
- Rural Renaissance**
- Rural Renaissance--A Perspective and a Process. ED 107 390
- Rural Schools**
- Innovation in Management of Primary School Construction--A Case Study. Educational Building Report 3. ED 106 948
- Labor Market Identification Model; Procedure in Labor Market Planning for Vocational Education Programs of Columbia Junior College. ED 107 338
- Summary of Mountain County Labor Market and Its Implications for Vocational Programs at Columbia Junior College. Part I of Labor Market Planning for Vocational Education Programs of Columbia Junior College. ED 107 339
- Rural Urban Differences**
- An Evaluation of the Influence of the Expanded Food and Nutrition Education Program in Missouri. ED 106 472
- The Influence of Place of Residence on Family Disability Among Selected Populations: Southern Blacks, Western Mexican Americans, Hawaiian Ethnic, and Northeastern Whites. ED 107 418
- Rural Development: Third Annual Report of the President to the Congress on Government Services to Rural America. ED 107 436
- Rural Youth**
- Marital and Procreative Projections of Northeast Alabama Youth: A Historical Comparison, 1966-1972. ED 107 388
- Racial Models of the Consistency of Occupational Status Projections: Submodeling Using the Heise Path-Panel Method. Preliminary Draft. ED 107 734
- Residential Projections of Northeast Alabama Youth: A Historical Comparison. ED 107 387
- Russian**
- Russian: An Active Introduction. ED 107 097
- Safety**
- Atomic Power Safety. ED 107 518
- Safety Education**
- Principles and Practices of Occupational Safety and Health: Administrator's Manual. ED 106 639
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet One. ED 106 640
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Two.

- ED 106 641
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Three. ED 106 642
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Four. ED 106 643
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Five. ED 106 644
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Six. ED 106 645
- Saint Paul Public Schools**
A Position Paper: Career Education. ED 106 471
- Salaries**
Maximum Salaries Paid Substitutes, Adult Education, Extended Day, and Summer Session 1974-1975. ED 106 971
- Sales Occupations**
Exploring Careers in Automotive Sales and Service. ED 106 574
- Sales Workers**
Acura-Touch: Instructor's Guide for Professional Supermarket Checkers. ED 106 648
- Sampling**
An Approach to Assessment of Quality of a University Library Collection. ED 107 308
The "Closed School-Cluster" Method of Selecting a Probability Sample. ED 107 725
- San Francisco**
Map Resources in San Francisco. ED 107 236
- Scheduling**
Principals and Teacher Consultants Can Be a Team. Final Report of an Institute. ED 107 032
Schedule Building and Student Registration: Two Year Colleges. ED 107 329
- Schizophrenia**
Schizophrenics for Whom Phenothiazines May Be Contraindicated or Unnecessary. ED 106 690
U.S. Facilities and Programs for Children with Severe Mental Illnesses. A Directory. ED 107 012
- Scholarship Funds**
Model Student Assistance Programs for Kentucky. Final Report. ED 107 178
- SCHOLAR TEACH**
Less Equals More: Coaching/Prompting CAI as a Tool Technology. ED 107 243
- School Accounting**
Combined Glossary: Terms and Definitions from the Handbooks of the State Educational Records and Reports Series. ED 106 923
Financial Accounting System Based Upon NCES Revised Handbook II. ED 106 924
- School Attitudes**
The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. (Report of First Year of Program). ED 107 681
The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program). ED 107 690
Pennsylvania Educational Quality Assessment Attitude Toward School Instrument. ED 107 683//
School Attitude Scale (Grades 1-3). ED 107 682//
School Attitude Scale (Grades 4-6). ED 107 684//
- School Buildings**
Innovation in Management of Primary School Construction-A Case Study. Educational Building Report 3. ED 106 948
- School Calendars**
A Review of the Quadrimester Program with Cost Estimates for a Proposed Quadrimester Program for the Lafayette Parish, Louisiana, Schools. ED 106 900
Year-Round Education Activities in the United States. Third Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States. ED 106 912
- School Community Cooperation**
Sports Club Development-The '70'S Community Involvement. ED 107 661
- School Community Programs**
Making Outreach Work. ED 107 377
- School Community Relationship**
Community Reaction to Educational Change. Social Sciences, Education, Number 3. ED 107 545
EBCE: A Design for Career Education: Curriculum Report from the Curriculum Service Center. ED 106 525
The School in the Urban Comprehensive Plan: A Partial Bibliography. Exchange Bibliography No. 264. ED 106 958
- School Construction**
New Tactics for Building: Experience/Analysis/Recommendations from the Detroit Public Schools Construction Systems Program. ED 106 939
Planning Educational Environments. ED 106 933
- School Districts**
The Dynamics of Curriculum Revision. ED 107 650
ESEA, Title III Dissemination Program Evaluation Report, 1972-73, 1973-74. Sections I and II. ED 107 655
Five Years of Special Education and Psychiatry in Suburbia: A Review, Survey, and Critique. ED 107 070
Indianapolis Public Schools: Special Education Comprehensive Plan. Volumes 1 and 2. ED 107 054
A Large School District's Research Training Needs. ED 107 608
Local Administration of Vocational Education: Information Sources. Bibliography Series No. 22. ED 106 520
Methodology and Techniques on How to Conduct a Drug Survey in A School or School District. Florida Educational Research and Development Council Research Bulletin, Fall, 1974. ED 106 706
The Quality of Special Education Teacher Training Programs: A Report to the Legislature in Response to Senate Resolution 1974-178. ED 107 014
- School District Spending**
Intradistrict Distribution of School Resources to the Disadvantaged: Evidence for the Courts. ED 107 735
A Review of the Quadrimester Program with Cost Estimates for a Proposed Quadrimester Program for the Lafayette Parish, Louisiana, Schools. ED 106 900
- School Environment**
Self-Concept: The Linkage Between Family Background, School Context and Educational Success. ED 106 686
- School Holding Power**
Attrition and Student Progress at Bronx Community College, September 1970 to August 1974. Research Report No. BCC-2-75. ED 107 343
- Compulsory Education: Keep, Change or Abolish? ED 106 914
- School Industry Relationship**
Buffering Action of Advisory Committees in Tech Programs. ED 107 317
Career Education and the Businessman: A Handbook of Action Suggestions. ED 106 561//
The University as the Administrative Unit for Arranging Inservice Work Experiences of Occupational Education Teachers. Final Report. ED 106 457
- School Involvement**
Big School, Small School: Impact of the High School Environment. ED 106 685
- School Law**
Law, Finance, and the Teacher in Illinois-A Handbook for Teachers, Administrators, and School Board Members. Second Edition. ED 106 931//
- School Libraries**
A Survey of Responsibilities of Indiana Public High School Audiovisual Personnel. ED 107 203
- School Maintenance**
Custodial Management Practices in the Public Schools. Research Bulletin No. 19. ED 106 913//
- School Organization**
Administrative Team Approach-Development and Implementation. ED 106 947
- School Personnel**
Exploring Careers in Education. ED 106 577
A Survey of Responsibilities of Indiana Public High School Audiovisual Personnel. ED 107 203
- School Planning**
Citizen Advisory Committees. ED 106 980
A Media Facilities Model for a Proposed Large Suburban High School. ED 107 258
The School in the Urban Comprehensive Plan: A Partial Bibliography. Exchange Bibliography No. 264. ED 106 958
- School Policy**
Career Specialist Handbook for the World of Work K-10 Continuum. ED 106 557
Guidelines for the Collection Maintenance and Dissemination of Pupil Records. ED 106 979
A Recommended Guide to Students' Rights and Responsibilities in Michigan. ED 106 981
- School Psychologists**
Psychological Consultation: Helping Teachers Meet Special Needs. ED 107 092//
- School Registration**
Schedule Building and Student Registration: Two Year Colleges. ED 107 329
- School Role**
Equality of Educational Opportunity Quantified: A Production Function Approach. ED 107 736
- Schools**
The "Closed School-Cluster" Method of Selecting a Probability Sample. ED 107 725
- School Services**
Educators' Perceptions of School Domain Claims. ED 107 606
- School Size**
Big School, Small School: Impact of the High School Environment. ED 106 685

School Statistics

Projection Techniques for the Non-Statistically Inclined. Research Report No. 113.

ED 106 930

School Support

From Serrano to Serrano. Report No. FA.

ED 106 929

School Surveys

Custodial Management Practices in the Public Schools. Research Bulletin No. 19.

ED 106 913//

Methodology and Techniques on How to Conduct a Drug Survey in A School or School District. Florida Educational Research and Development Council Research Bulletin, Fall, 1974.

ED 106 706

Student Social and Achievement Patterns as Related to Secondary School Organizational Structures. The Individualized System. H.S.1 Studies.

ED 106 899//

A Survey of Evaluation Instruments Used in Clinical Clerkships in American Medical Schools.

ED 107 713

Year-Round Education Activities in the United States. Third Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States.

ED 106 912

Schools Without Failure

Acceptance of Ideas of Others [Number Form and Star Form].

ED 107 686//

Acceptance of Others (Number Form).

ED 107 685//

The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program).

ED 107 690

Opinionnaire on Attitudes Toward Education.

ED 107 687//

Pennsylvania Educational Quality Assessment Attitude Toward School Instrument.

ED 107 683//

Philosophy of Glasser Questionnaire.

ED 107 689//

Satisfaction With Teaching Questionnaire.

ED 107 688//

School Attitude Scale (Grades 1-3).

ED 107 682//

School Attitude Scale (Grades 4-6).

ED 107 684//

School Without Failure

The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. (Report of First Year of Program).

ED 107 681

Science Activities

Career Activities in Science: Grades 7-12.

ED 106 546

Career Orientation: Grade 7 and 8: A Unified Approach: Science Careers. Activity Manual.

ED 106 573

Science Careers

Career Activities in Science: Grades 7-12.

ED 106 546

Career Orientation: Grade 7 and 8: A Unified Approach: Science Careers. Activity Manual.

ED 106 573

Science Course Improvement Project

The Adoption of an Innovation in Physics Teaching: A Study of Factors Related to the Adoption of the Project Physics Course in American High Schools.

ED 107 453//

Science Courses

The Design of an Auto-Tutorial Genetics Course to Increase Scientific Literacy among Nonscience Majors and Its Evaluation Using a Science-Related Semantic Differential Instrument.

ED 107 462//

Science Foundations: A Science Program for the Non-Science Student. Technical Report No. 4.

ED 107 509

Science Curriculum

Pre-College Science Curriculum Activities of the National Science Foundation. Report of the Science Curriculum Review Team, Volume 1 - Findings and Recommendations.

ED 107 530

Science Education

Curriculum Research and Development in Science.

ED 107 514

The Devil's Millhopper: A Resource for Developing Field Studies. Resource Monograph No. 2.

ED 107 480

Exploring Your Sense of Smell. Science Study Aid No. 10.

ED 107 513

Housing in the Urban Environment.

ED 107 466

The IEA Science Project: Science Achievement in Three Countries—Australia, the Federal Republic of Germany and the United States.

ED 107 532//

Introductory Unit to the Urban Environment.

ED 107 467//

Maryland Environmental Education Survey. Part One: The Chesapeake Bay as an Integral Part of the Environmental Education Program. Progress Report.

ED 107 475//

Micro-Analytical Procedures and the Multidimensional Treatment of Classroom Interaction in Science Teaching.

ED 107 463//

Pre-College Science Curriculum Activities of the National Science Foundation. Report of the Science Curriculum Review Team, Volume 1 - Findings and Recommendations.

ED 107 530

Resource Guide for Field Study of the Cedar Keys Area on Florida's Gulf Coast. Resource Monograph No. 5.

ED 107 482

Resource Guide for Field Study: St. Augustine to Flagler Beach. Resource Monograph No. 4.

ED 107 481

Retention Studies Since 1960.

ED 107 490

A Strategy for Disseminating Elementary Science Curricula.

ED 107 488

A Study of the Relationship Between Quantitative Methods and Achievement in High School and College Science Courses.

ED 107 485

Science History

The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 1 of 2 Parts).

ED 107 525

The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 2 of 2 Parts).

ED 107 526

Science Instruction

Bibliography: Computers in the Mathematics and Science Classroom.

ED 107 296

Sciences

An Experiment in the Batch Processing of Retrospective Searches.

ED 107 289//

Federal Funds for Research, Development, and Other Scientific Activities. Fiscal Years 1973, 1974, and 1975. Volume 23.

ED 107 510

Science Books, Volume 10 Number 4.

ED 107 512//

Science Teachers

An Investigation of the Cognitive and Affective Verbal Behavior of Selected Groups of Physical Science Teachers.

ED 107 456//

Student Development, Teacher Characteristics and Class Characteristics in Junior High School Science.

ED 107 460//

Scientific Attitudes

Towards a Sociology of Linguistics.

ED 107 146

Scientific Literacy

The Design of an Auto-Tutorial Genetics Course to Increase Scientific Literacy among Nonscience Majors and Its Evaluation Using a Science-Related Semantic Differential Instrument.

ED 107 462//

Scientific Manpower

Labor Market Analysis of Engineers and Technical Workers.

ED 106 469//

Scientific Research

Controlled Nuclear Fusion.

ED 107 520

Direct Conversion of Energy.

ED 107 521

Nuclear Reactors. Revised.

ED 107 523

Social Indicators

Survey Data for Trend Analysis. An Index to Repeated Questions in U. S. National Surveys Held by the Roper Public Opinion Research Center.

ED 107 542

Scoring Formulas

An Approximately Reproducing Scoring Scheme that Aligns Random Response and Omission. Memorandum Report for Period July 1970-July 1971.

ED 107 707

Screening Tests

Insight Unlimited: Catch 'em Early; A Screening, Remediation, and Developmental Program for the Whole Child.

ED 107 051

Tests and Employment Discrimination.

ED 107 733

Seamen

Machinist's Mate 1 and C: Rate Training Manual.

ED 106 658

Secondary Education

Bibliography: Computers in the Mathematics and Science Classroom.

ED 107 296

Career Activities in Science: Grades 7-12.

ED 106 546

Career Education Curriculum Materials: (Georgia, Mississippi, South Carolina, North Carolina).

ED 106 608

Channels for Changing Secondary Schools. A Report from the State Superintendent's Task Force on Secondary Education. Curriculum Administration Series. Publication No. 471.

ED 106 928

Compulsory Education: Keep, Change or Abolish?

ED 106 914

The Educable Mentally Retarded Student in the Secondary School: What Research Says to the Teacher.

ED 107 047

Exploring Your Sense of Smell. Science Study Aid No. 10.

ED 107 513

Food: Facts and Fancies.

ED 107 668

Lifetime Sports Instruction Offered to Pupils in New York State Public Secondary Schools.

ED 107 625

Proposed Learning Objectives for Environmental Education.

ED 107 527

The Secondary School Mathematics Curriculum.

ED 107 529

The Status of Environmental Education in Connecticut's Elementary and Secondary Schools 1973-1974.

ED 107 483

Secondary Grades

Career Development Guides: Career Awareness Through Afro-American Literature.

ED 106 629

Career Development Guides: Child Development.

ED 106 633

Career Development Guides: Guidance Career Unit.

ED 106 630

- Career Development Guides: Sociology of Occupations. ED 106 632
- Secondary School Counselors**
An Assessment of Selected Oklahoma Public School Personnel's Opinions of the Public Junior College. ED 107 321//
- Secondary School Mathematics**
Case Studies of a Teaching Model: Teaching Through Games. ED 107 504//
A Comparison of the Relationships Between the Level of Acceptance of Sex-Role Stereotyping and Achievement and Attitudes Toward Mathematics of Seventh Graders and Eleventh Graders in a Suburban Metropolitan New York Community. ED 107 502//
Flowcharting. A Beginning Mathematics Unit. ED 107 492//
The Secondary School Mathematics Curriculum. ED 107 529
A Study of the Degree to Which Seventh, Eighth, and Ninth Grade Students Have Obtained Minimum Mathematical Competencies and Skills as Recommended by the National Council of Teachers of Mathematics. ED 107 501//
Topical Modules in Secondary Mathematics. Final Project Report. ED 107 478//
- Secondary Schools**
Pertinent Data Bulletin 1974-1975; Individually Guided Education/Multi-Unit Schools. ED 107 624
- Secondary School Science**
The Adoption of an Innovation in Physics Teaching: A Study of Factors Related to the Adoption of the Project Physics Course in American High Schools. ED 107 453//
The Development and Validation of a Process Instrument for a Unit of the Physical Science Study Committee Physics Course. ED 107 449//
Effectiveness of Teaching Electricity to High School Students by Varied Class Time Sequences and Teaching Materials. ED 107 448//
Effects of Explanatory Versus Non-Explanatory Feedback on a Basic Electricity Program Used in the Tenth Grade. ED 107 447//
The Effects of Grade Level and Other Factors on the Achievement in Project Physics among High School Physics Students. ED 107 461//
Environmental Studies Program: A Manchester Watershed Training Project. ED 107 471
An Investigation of the Cognitive and Affective Verbal Behavior of Selected Groups of Physical Science Teachers. ED 107 456//
Student Development, Teacher Characteristics and Class Characteristics in Junior High School Science. ED 107 460//
A Study of the Relationship Between Quantitative Methods and Achievement in High School and College Science Courses. ED 107 485
- Secondary School Students**
Beauty and Dating Choice--Objective and Subjective Reality. ED 106 697
Big School, Small School: Impact of the High School Environment. ED 106 685
Patterns of Dropping Out. Toronto Board of Education Research Service Number 129. ED 106 720
Wrestling: Physical Education Secondary Schools. ED 107 609
- Secondary School Teachers**
An Assessment of Selected Oklahoma Public School Personnel's Opinions of the Public Junior College. ED 107 321//
- Second Language Learning**
Aperçu des fautes éventuelles des anglophones Nord-Américains (Survey of Possible Errors of English-Speaking North Americans). ED 107 143
Comparative Studies in Second Language Learning. CAL-ERIC/CLL Series on Language and Linguistics, No. 26. ED 107 157
The Context of Foreign Language Teaching. ED 107 139//
Foreign Language Teaching and Learning Today (1975). ED 107 154
Language and International Studies. Georgetown University Round Table on Languages and Linguistics 1973. ED 107 109//
Language and International Studies: The Rhetoric of Friction. ED 107 568
Major Problems of Dari Speakers in Mastering Pashto Morphology. ED 107 162
Performing with Objectives. ED 107 140//
Teaching English to Speakers of Other Languages: A Selected Bibliography. ED 106 480
- Selective Dissemination of Information**
SDI Investigation, 1967-1969. Volumes 1-5. ED 107 264//
- Self Actualization**
Elementary Career Education Guide, Volume 1: Self Awareness. ED 106 610
The Recruitment, Channeling, and Placement of Chicano Teachers. ED 107 430
The Socialization of Freshwomen Medical Students. ED 106 728
- Self Care Skills**
Las Palomitas Preschool for the Handicapped. Guide. ED 107 066
- Self Concept**
Big School, Small School: Impact of the High School Environment. ED 106 685
Career Education Program: Geneva Area City Schools. [Grade 4 Units: Conservation, The World of Work, and This is My Life]. ED 106 598
Developmental Career Education: Primary Years. ED 106 624
Experimenter Effect in a Study of Racial Identification by Urban Kindergarten Children. ED 107 376
Individual Reactions to Work: The Compensatory and Spillover Models Re-Examined. Technical Report No. 32. ED 106 496
Mathematics and Sex. ED 107 535
Psychological and Affective Education. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 20R. ED 106 748
The Relationship Between Children's Self-Concepts, Teacher's Rating, and Academic Achievement. ED 106 699
Self-Concept: The Linkage Between Family Background, School Context and Educational Success. ED 106 686
- Self Concept Tests**
The Use of the Adjective Check List to Describe the Adult Basic Education Student. ED 106 541
- Self Congruence**
Transpersonal Psychology in Education. ED 107 626
- Self Directed Classrooms**
Individualizing Instruction: Placing Learning Ahead of Teaching. ED 106 813
Self-Pacing in Reading and Writing Programs: What Does the Future Hold? ED 106 773
- Self Evaluation**
Beauty and Dating Choice--Objective and Subjective Reality. ED 106 697
Career Orientation: Grade 8. ED 106 547
Developing Criterion Measures for Career Path Modules. ED 107 696
Implementing Self-Management Strategies with Counselor-Trainees. ED 106 738
Independent Career Education. Grades 9-10. ED 106 671
Internal vs. External Determinants of Children's Perceptions of the Causes for Their Behavior. ED 106 724
Self-Pacing in Reading and Writing Programs: What Does the Future Hold? ED 106 773
- Self Help Enterprises**
The Story of Self-Help Enterprises [SHE]. A History of Self-Help Housing in the San Joaquin Valley. ED 107 404
- Self Help Programs**
Explorations in Self-Help and Mutual Aid. Proceedings of the Self-Help Exploratory Workshop Held June 9-12, 1974, Chicago, Illinois under the auspices of the W. Clement & Jessie V. Stone Foundation. ED 106 709
The Story of Self-Help Enterprises [SHE]. A History of Self-Help Housing in the San Joaquin Valley. ED 107 404
- Semantics**
A Developmental Study of Deaf Children's Semantic System. ED 107 065
European Syllabuses in English as a Foreign Language. ED 107 152
Natural Language Understanding Systems Within the A. I. Paradigm: A Survey and Some Comparisons. ED 107 147
Remembering the Functional Sentence. ED 106 778//
Semantics, Concepts, and Culture, Panel 1: Conference on Studies in Reading (Washington, D.C., August 1974). ED 106 830
Semantic Theory: A Linguistic Perspective. ED 107 136//
A Study in the Relationships of "Oh," "Ah," "Say," and "Well" to Numerous Grammatical Phenomena. University of Michigan Papers in Linguistics. ED 107 106
"This Man's Father Is My Father's Son": A Study of the Acquisition of English Kin Terms. Papers and Reports on Child Language Development, No. 5. ED 107 114//
Word Meaning in Human Development. ED 107 381
- Semiosis**
Semiotic Foundations of Information Science. Progress Report Number 1. ED 107 229
- Semiotics**
Semiotic Foundations of Information Science. Progress Report Number 1. ED 107 229
- Senate Subcommittee on the Handicapped**
Education for All Handicapped Children, 1973-74, Part 4. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare United States Senate, Ninety-Third Congress, Second Session on S. 6 to Provide Financial Assistance to the States for Improved Educational Services for Handicapped Children. (June 17 and 24, 1974). ED 107 060
- Senior High Schools**
EMR Curriculum Guide: Junior High and Senior High. ED 107 055

Sensing Networks

The Design of a Future-Oriented Sensing System for the Identification, Production, and Dissemination of National Educational Information Needs.

ED 107 240

Sensitivity Training

Use of Computer-Assisted Instruction for Interpersonal Skill Training: A Pilot Study.

ED 107 238

Sensory Aids

Educational Evaluation of the Optacon (Optical-to-Tactile Converter) as a Reading Aid to Blind Elementary and Secondary Students. Final Report.

ED 107 294

Sensory Integration

Visual and Auditory Information Processing Aspects of the Acquisition of Flying Skill.

ED 106 659

Sensory Training

Training Kindergarten Children in Tactile-Kinesthetic Skills Assumed to Be Related to Reading. Final Report.

ED 107 372

Sentences

Remembering the Functional Sentence.

ED 106 778//

Sentence Structure

Descriptions of the Structure and Ordering of Language in the Mod 2 Kindergarten Stories. Technical Note No. 2-72-34.

ED 106 772

Review of Thomas G. Bever, "A Survey of Some Recent Work in Psycholinguistics." Linguistic Notes from La Jolla, No. 3.

ED 107 126

A Study in the Relationships of "Oh," "Ah," "Say," and "Well" to Numerous Grammatical Phenomena. University of Michigan Papers in Linguistics.

ED 107 106

A Study of Korean Causatives. Working Papers in Linguistics, Vol. 6, No. 4.

ED 107 123

Sequential Reading Programs

Project: Pegasus [Personalized Education Growth and Achievement; Selective Utilization of Staff].

ED 106 782

Serial Learning

The Teaching and Transfer of Seriation Strategies Using Non-Visual Variables with First Grade Children.

ED 107 489

Serrano v Priest

From Serrano v Serrano. Report No. FA.

ED 106 929

Service Occupations

Career Education Program: Geneva Area City Schools. [Grade 1 Units: Community, School, The Grocer, and The Farm].

ED 106 595

Career Education Program: Geneva Area City Schools. [Grade 2 Units: Postal Services, Our Homes, Clothing, Community Helpers, and Custodians In Our Lives].

ED 106 596

Product Services Module: An Evaluation Report for the Occupational Exploration Program.

ED 106 505

Sesame Street

Sesame and You, Two--A Teacher's Helper: A Revised Guide to Accompany a Videotape Package of Twenty Sesame Street Mini Shows.

ED 107 015

Seventh Day Adventist School System

The Problem of Regional Educational Service Centers in the United States of America with Special Reference to the Seventh-Day Adventist School System. A Descriptive Study.

ED 107 442

Severely Handicapped

The Hearing Impaired Mentally/Retarded: A Survey of State Institutions for the Retarded. Monograph No. 4.

ED 106 994

A Program Project for the Investigation and Application of Procedures of Analysis and Modification of Behavior of Handicapped Children. Annual Report.

ED 107 013

Training the Difficult Retardate.

ED 107 033

Sex Differences

A Longitudinal Study of Selected Cognitive and Non-Cognitive Student Outcomes From Grade 5 to Grade 9.

ED 106 700

The Modification of Female Leadership Behavior in the Presence of Males.

ED 106 742

Sex Differences in the Development of the Motive to Avoid Success, Sex Role Identity, and Performance in Competitive and Non-Competitive Conditions.

ED 106 688

Varieties of Achievement Motivation.

ED 106 737

Sex Discrimination

Bias Against Women in American Educational History--A Propaganda Analysis.

ED 106 856

Man and Women Graduate Students: The Question of Equal Opportunity. Final Report.

ED 107 186

Manual for Affirmative Action Program Development and Implementation in Higher Education Institutions.

ED 107 193

Mathematics and Sex.

ED 107 535

Reviewing Curriculum for Sexism.

ED 106 880

A Study of Counseling Center Hiring Practices: What Does It Take for a Woman to be Hired? Student Development Report Volume XII, Number 1, 1974-75.

ED 106 692

Women as Cadets: An Analysis of the Issue.

ED 107 194

Sex Role

A Comparison of the Relationships Between the Level of Acceptance of Sex-Role Stereotyping and Achievement and Attitudes Toward Mathematics of Seventh Graders and Eleventh Graders in a Suburban Metropolitan New York Community.

ED 107 502//

Inextricable Aspects of Sex and Race.

ED 107 751

Is Biology Destiny? A Defense? of Freud.

ED 106 675

Modernism: The Extensiveness of Women's Roles and Attitudes. World Fertility Survey Occasional Papers, No. 14.

ED 107 574

Sex Role Stereotyping

A Comparison of the Relationships Between the Level of Acceptance of Sex-Role Stereotyping and Achievement and Attitudes Toward Mathematics of Seventh Graders and Eleventh Graders in a Suburban Metropolitan New York Community.

ED 107 502//

Sex Stereotypes

Career Guidance Materials: Implications for Women's Career Development. Research and Development Series No. 97.

ED 106 542

Reviewing Curriculum for Sexism.

ED 106 880

Socialization of Sex Roles In The Counseling Setting: Differential Counselor Behavioral and Attitudinal Responses to Typical and Atypical Female Sex Roles.

ED 106 727

A Study of Counseling Center Hiring Practices: What Does It Take for a Woman to be Hired? Student Development Report Volume XII, Number 1, 1974-75.

ED 106 692

Sexuality

Effects of Sexual Versus Nonsexual Arousal on Behavior Aggression.

ED 106 704

Inextricable Aspects of Sex and Race.

ED 107 751

Short Courses

Short Course Assessment and Evaluation in the Library/Information Field. Aslib Occasional Publication No. 15.

ED 107 271//

Sickle Cell Trait

The Effects of High Intensity Exercise on Overall Leg Strength of Non-Sickle-Cell-Trait and Sickle-Cell-Trait Individuals.

ED 107 638

Sight Method

Elements of the Word Recognition Process: A Two Part Study.

ED 106 793

Signalmen

Signalman 1 and C: Rate Training Manual. Revised.

ED 106 512

Sign Language

The Acquisition of Sign Language in Deaf Children of Deaf Parents: Progress Report. Research Report No. 65.

ED 107 001

Simulation

Architectural Simulation: A Mini-bib. Exchange Bibliography No. 200.

ED 106 950

A Comprehensive, Informational, Instructional Guide for the Implementation of Manufacturing in the Public School.

ED 106 466

Creating an Advertising Campaign: An Evaluation Report for the Occupational Exploration Programs.

ED 106 507

The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 1: The Federal Library Model. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.

ED 107 204

The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 2: Participant's Resource-Log. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.

ED 107 205

The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 3: Director's Guide. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers.

ED 107 206

The Health and Welfare Module: An Evaluation Report for the Occupational Exploration Program.

ED 106 509

Insurance: An Evaluation Report for the Occupational Exploration Program.

ED 106 508

Manufacturing Production: An Evaluation Report for the Occupational Exploration Program.

ED 106 506

A Mathematical Model of the Illinois Interlibrary Loan Network: Project Report Number 2.

ED 107 287

Perspectives on Simulation and Miniaturization. Professional Paper No. 1472.

ED 107 252

Planning Construction Projects: An Evaluation Report for the Occupational Exploration Program.

ED 106 504

Planning Educational Programs: An Evaluation Report for the Occupational Exploration Program.

ED 106 503

Product Services Module: An Evaluation Report for the Occupational Exploration Program.

ED 106 505

A Selected List of Urban, Environmental and Social Problem Gaming/Simulations.

ED 107 752

SOPHIE: A Sophisticated Instructional Environment. Final Report for Period January 1974 through June 1974.

ED 107 298

272 Subject Index

Sino Tibetan Languages

- Needed Materials for Instruction in Languages of Southeast Asia. ED 107 129

Site Analysis

- The School in the Urban Comprehensive Plan: A Partial Bibliography. Exchange Bibliography No. 264. ED 106 958

Situational Tests

- Elicitation of Anger and Opportunity for Retaliation as Determinants of Alcohol Consumption. ED 106 678

Skating

- The Winter Park Amputee Ski Teaching System. ED 107 053

Skill Development

- Acura-Touch: Instructor's Guide for Professional Supermarket Checkers. ED 106 648
A Cluster of Technical Teaching Skills--Acquisition through Microsimulation and Evaluation through Microteaching. ED 107 645
Executive Competence in Preschool Children. ED 107 378
Implementing Self-Management Strategies with Counselor-Trainees. ED 106 738
Interpersonal Skills Training for Teachers. National Consortium for Humanizing Education, Interim Report No. 2 (Introductory Materials). ED 106 731
Rescue Skills and Techniques. ED 106 488
Visual and Auditory Information Processing Aspects of the Acquisition of Flying Skill. ED 106 659

Slides

- Designing Slide/Tape Self-Instruction; A Focus and Design Session. ED 107 302

Small Group Instruction

- Individual and Small Group Learning with Computer Assisted Instruction. ED 107 239
A New Commitment to Instructional Technology. ED 107 299

Small Schools

- Changes in Educational Aspirations from Sophomore to Senior Year of a State-Wide Sample of South Carolina High School Students. ED 107 405
Recollections of a One-Room Schoolhouse (An Interview with Marian Brooks). ED 107 431
Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1. ED 107 416

Social Action

- Notes on the Life of John Monteith, 1788-1868. ED 107 169

Social Attitudes

- The Educable Mentally Retarded Student in the Secondary School: What Research Says to the Teacher. ED 107 047
Individual Reactions to Work: The Compensatory and Spillover Models Re-Examined. Technical Report No. 32. ED 106 496

Social Behavior

- Aggression and Dominance Relations in Young Children. ED 107 357
Social Behavior Assessment of Elementary School Children--Theoretical Rationale for a Peer Rating Scale and its Role in a Longitudinal Study. ED 107 747

Social Change

- The Black Church in America. ED 107 576

The Future of Education: Perspectives on Tomorrow's Schooling. ED 107 569//

- Is Biology Destiny? A Defense of Freud. ED 106 675
Notes on the Life of John Monteith, 1788-1868. ED 107 169

Social Development

- Executive Competence in Preschool Children. ED 107 378
Source of Preparatory Orientation of High School Students in Northeastern Indiana to Issues Involved in Marriage and Family Living. ED 107 575
Teaching Interpersonal Social Skills: A Prototype Manual of Activities; 1974-1975. ED 107 067

Social Discrimination

- Manual for Affirmative Action Program Development and Implementation in Higher Education Institutions. ED 107 193
Reflections of American Prejudice at Antebellum West Point (1802-1861). ED 107 558

Social Environment

- Towards a Sociology of Linguistics. ED 107 146

Social Experience

- Life Style Assessment: So What! ED 106 694
Social Experience and the Development of Social Cognition in Orthopedically Disabled and Non Disabled Children. ED 106 991

Social Factors

- Towards a Sociology of Linguistics. ED 107 146

Social Indicators

- Social Indicators: A Bibliography. Exchange Bibliography No. 215. ED 106 951

Social Influences

- Selected Issues on Aging. ED 106 735

Social Integration

- ATS-F and Man: A Course of Study: An Experiment in Satellite Application to Statewide Instructional Methodology. ED 107 256

Social Isolation

- Economic and Social Coping Strategies of Foreign Students. Research Bulletin, Volume 15, No. 23. ED 107 198

Socialization

- Social Behavior Assessment of Elementary School Children--Theoretical Rationale for a Peer Rating Scale and its Role in a Longitudinal Study. ED 107 747
The Socialization of Freshwomen Medical Students. ED 106 728
Socialization of Sex Roles In The Counseling Setting: Differential Counselor Behavioral and Attitudinal Responses to Typical and Atypical Female Sex Roles. ED 106 727
Varieties of Achievement Motivation. ED 106 737

Socially Maladjusted

- Measurement of Social Incompetency in Adolescents. Final Report. ED 107 694

Social Maturity

- Psychosocial Maturity: A Preliminary Examination of Validation Techniques. Report No. 157. ED 107 712

Social Mobility

- Racial Models of the Consistency of Occupational Status Projections: Submodeling Using the Heise Path-Panel Method. Preliminary Draft. ED 107 734

Social Planning

- Communication Networks in the Designing and Starting of New Schools. ED 106 972

Social Problems

- Bridging the Gap: The Twin Cities Native American Community. ED 107 412
The Chicano and the Meaning of Mexico. ED 107 391
The Economics of Crime: A Teaching Unit for Grades 7-12. ED 107 572
Juvenile Delinquency. ED 106 744
Media: An Annotated Catalogue of Law-Related Audio-Visual Materials. Working Notes No. 8. ED 107 553
A Selected List of Urban, Environmental and Social Problem Gaming/Simulations. ED 107 752

Social Psychology

- Transition into Parenthood: The Social Psychological Effects of the First Child on Marital and Parent Behavior. A General Bibliography. ED 106 680

Social Science Research

- The Creation and Impact of Linkages Between the Social Sciences and the Federal Government. Final Report. ED 107 564
The Development of Levels of Abstraction in Children's Thinking about Complex Social Problems. ED 107 562
Field-Independence and the Structuring of Knowledge in a Social Studies Minicourse. ED 107 565

Social Sciences

- Anthropology: Contemporary Perspectives. [And] Instructor's Manual to Accompany Anthropology: Contemporary Perspectives. ED 107 588//
Bibliography on Geographic Thought, Philosophy, and Methodology, 1950-1974. Geography Curriculum Project Occasional Paper No. 3, Revised. ED 107 561
The Creation and Impact of Linkages Between the Social Sciences and the Federal Government. Final Report. ED 107 564

Social Services

- The Lummi Indian Demonstration Project. ED 107 392

Social Status

- Economic and Social Coping Strategies of Foreign Students. Research Bulletin, Volume 15, No. 23. ED 107 198

Social Studies

- The American Jewish Experience: A Graded, Annotated Bibliography for Grades 7-12, Part Two. [And] Jews in Israel and in Other Lands Abroad: A Graded, Annotated Bibliography for Grades 7-12, Part Three. ED 107 587//
Career Development Guide: Grades 3-5. ED 106 635
Career Development Guide: Grades 6-8. ED 106 636
Career Development Guide: Grades 9-12. ED 106 637
Career Development Guide: Grades K-2. ED 106 634
Career Orientation: Grade 8. ED 106 547
Deux provinces speciales: la Bretagne et la province (Two Special Provinces; Brittany and Province). ED 107 149
International Learning and International Education in a Global Age. Bulletin 47. ED 107 566
North Carolina in the Revolutionary Era, A Resource Study Unit. ED 107 592//
The School as a Democratic Institution: The Problems of Teaching Social Studies in the Federal Republic of Germany.

- ED 107 590
Struggle for Independence: Mexico's Rebellion Against Spain. Social Studies. A Teacher's Guide for Grades 1-9.
 ED 107 580
- Social Studies Units**
 The Economics of Crime: A Teaching Unit for Grades 7-12.
 ED 107 572
 The World of Man: A Curriculum Guide.
 ED 107 549
- Social Systems**
 Rural Renaissance--A Perspective and a Process.
 ED 107 390
- Social Values**
 Dynamic Systems and Static Goals: An Educational Dilemma.
 ED 106 897
- Sociocultural Patterns**
 Characteristics of American Youth: 1974. Current Population Reports, Special Studies, Series P-23, No. 51.
 ED 107 567
 Patterns of Living in California's Migrant Labor Families. Research Monograph No. 12.
 ED 107 359
 Social Indicators: A Bibliography. Exchange Bibliography No. 215.
 ED 106 951
 Student Social and Achievement Patterns as Related to Secondary School Organizational Structures. The Individualized System. H.S.I. Studies.
 ED 106 899//
 Survey Data for Trend Analysis. An Index to Repeated Questions in U. S. National Surveys Held by the Roper Public Opinion Research Center.
 ED 107 542
 Youth 1974: Finance-Related Attitudes. Report on the Institute's Third Biennial Survey of Americans Ages 14 through 25.
 ED 107 559
- Socioeconomic Background**
 A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume I: Americans of Spanish Origin.
 ED 107 411
 A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume 3: American Indians.
 ED 107 426
- Socioeconomic Influences**
 Bridging the Gap: The Twin Cities Native American Community.
 ED 107 412
 The Chicano and the Meaning of Mexico.
 ED 107 391
 Family Size and Learning Readiness Profiles of Socioeconomically Disadvantaged Preschool Whites.
 ED 107 358
 Impact of Job Development on Poverty in Four Developing Areas, 1970. Agricultural Economic Report No. 225.
 ED 107 408
 Industrial Invasion of Nonmetropolitan America. A Quarter Century of Experience.
 ED 107 409
 The Influence of Family Size on Learning Readiness Patterns of Socioeconomically Disadvantaged Preschool Blacks.
 ED 107 385
 The Kansas Migrant Survey: An Interpretive Profile of the Mexican-American Migrant Family.
 ED 107 419
- Socioeconomic Status**
 Children in Pennsylvania. Volume I. State Summary. Social Indicators for Human Services Series 1.
 ED 107 421
 A Comparison of Different Approaches for Educating Young Gifted Children. (RAPYD II Project).
 ED 107 052
 A Longitudinal Study of Selected Cognitive and Non-Cognitive Student Outcomes From Grade 5 to Grade 9.
 ED 106 700
- Sociograms**
 Assessing Impact of Institutional Studies.
 ED 107 202
- Sociolinguistics**
 Ethnicity, Emics, and the New Ideology: The Identity Potential of Indian English.
 ED 107 119//
- Sociology**
 Career Development Guides: Sociology of Occupations.
 ED 106 632
 Towards a Sociology of Linguistics.
 ED 107 146
- Sociometric Techniques**
 Social Indicators: A Bibliography. Exchange Bibliography No. 215.
 ED 106 951
- SOPHIE**
 SOPHIE: A Sophisticated Instructional Environment. Final Report for Period January 1974 through June 1974.
 ED 107 298
- Sorting Procedures**
 Reliability of Children's Sorting Strategies Using Alternate Forms of the Sort Test. Research Report No. 68.
 ED 107 706
- SORTS Test**
 Reliability of Children's Sorting Strategies Using Alternate Forms of the Sort Test. Research Report No. 68.
 ED 107 706
- South Carolina**
 Administrators' Guide to Public School Programs for Handicapped Children.
 ED 107 069
 Aspirations, Expectations, and Attitudes of South Carolina High School Students.
 ED 107 406
 Changes in Educational Aspirations from Sophomore to Senior Year of a State-Wide Sample of South Carolina High School Students.
 ED 107 405
 Guidelines for the Implementation of Programs for Pupils Who Are Orthopedically Handicapped.
 ED 107 045
 Historical Changes in Educational Aspirations of South Carolina High School Students, 1967-1973.
 ED 107 407
- South Dakota**
 A Strategy for Disseminating Elementary Science Curricula.
 ED 107 488
- Space Orientation**
 Theoretical Developments Pertaining To Personal Space and Crowding.
 ED 106 693
- Space Utilization**
 Environment and Space Utilization: Project LEM.
 ED 106 902
- Spanish**
 Concerning the Influence of Native American Languages on American Spanish.
 ED 107 148
 New Mexican Spanish Verb Forms.
 ED 107 105
 Summary of Results of Student Evaluation Survey: Lower Division Spanish, Fall Semester 1973.
 ED 107 125
- Spanish American Literature**
 Contemporary Puerto Rican, Cuban-in-Exile, and Mexican-American Literature in a Pluralistic Society.
 ED 107 150
- Spanish Culture**
 Persons of Spanish Origin in the United States: March 1974. Population Characteristics, Current Population Reports. Series P-20, No. 280.
 ED 107 397
 Spanish Surnames. Southwest Regional Laboratory (SWRL) Technical Note No. TN 1-72-08.
 ED 107 423
- A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume I: Americans of Spanish Origin.**
 ED 107 411
- Spanish Speaking**
 The Acquisition of the Concept of Grammatical Gender in Monolingual and Bilingual Speakers of Spanish.
 ED 107 134
 The Bilingual's Two Languages: Duplication or Compartmentalization.
 ED 107 156
 Contemporary Puerto Rican, Cuban-in-Exile, and Mexican-American Literature in a Pluralistic Society.
 ED 107 150
 An Evaluation of the El Centro de la Causa Library and Information Center: August 1973 through July 1974. Final Report.
 ED 107 291
 Technical Report: Tests of General Ability and Tests of Reading, Inter-American Series, Forms CE, DE, CEs, DEs.
 ED 107 133//
- Spanish Surname**
 Spanish Surnames. Southwest Regional Laboratory (SWRL) Technical Note No. TN 1-72-08.
 ED 107 423
- Special Education**
 The Administration of Service Delivery Programs in Special Education in Five Connecticut Towns: The Organization and Coordination of the Planning and Placement Team Process.
 ED 107 078
 Administrators' Guide to Public School Programs for Handicapped Children.
 ED 107 069
 Career Development Guide: Special Education.
 ED 106 638
 Case Studies in Special Education: Cuba, Japan, Kenya, Sweden.
 ED 107 048//
 Design for Competence Based Education in Special Education.
 ED 107 049//
 Education of Handicapped Children; Status Report: School Year 1973-74 and Midyear 1974-75.
 ED 107 026
 Five Years of Special Education and Psychiatry in Suburbia: A Review, Survey, and Critique.
 ED 107 070
 The Role of the Institutional School Representative: Massachusetts State Department of Education.
 ED 106 982
 Special Education Administration Training Project Program Description.
 ED 106 523
 Special Education: Needs--Costs--Methods of Financing. A Report of a Study.
 ED 106 985
- Special Education Teachers**
 Guidelines for the Training of Special Education Teachers: The Report of a Special Study Institute.
 ED 107 043
 Psychological Consultation: Helping Teachers Meet Special Needs.
 ED 107 092//
- Specialization**
 Job Specialization, Work Values and Worker Dissatisfaction. Technical Report No. 29.
 ED 106 495
- Special Libraries**
 An Alternative System of Subject Classification for Media Libraries.
 ED 107 275
 Budgeting for Libraries.
 ED 107 304
 Information Service.
 ED 107 277
 Subject Classification
 ED 107 273
- Speeches**
 Corrections--Past and Present.
 ED 106 464
- Speech Evaluation**
 Acceptance of the Video Articulator.
 ED 107 035

- Clinical Management of Voice Disorders. ED 107 089//
Phonological Contexts: Determinants and Correlates in Clinical Assessment. ED 107 076
Some Notes on Lee and Canter's "Developmental Sentence Scoring: A Clinical Procedure for Estimating Syntactic Development in Children's Spontaneous Speech." Papers and Reports on Child Language Development, No. 4. ED 107 113
- Speech Handicapped**
Impact 8 of the Title VI Programs in the State of Oregon: September 1, 1973-August 1974. ED 107 072
The Length of Time Necessary to Obtain a Representative Sample of Clinician-Client Interaction. ED 107 064
Minority Trainees on Speech Satellite Teams: A Manual of Organization and Instruction. ED 107 022
- Speech Therapy**
Acceptance of the Video Articulator. ED 107 035
Clinical Management of Voice Disorders. ED 107 089//
The Length of Time Necessary to Obtain a Representative Sample of Clinician-Client Interaction. ED 107 064
Stuttering: What It Is and What to Do About It. ED 107 088//
- Spelling**
Preliminary Considerations in the Development of K-3 Spelling Instruction. SWRL Technical Note. ED 106 872
- Spelling Instruction**
Preliminary Considerations in the Development of K-3 Spelling Instruction. SWRL Technical Note. ED 106 872
- Staff Improvement**
External Evaluation of Project ACT. ED 106 461
Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '74. ED 106 458
Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Second-Year Report: FY '74. ED 106 459
Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '75. ED 106 460
- Staff Orientation**
A Plan to Provide Education in Collective Bargaining for Community College Personnel at Pensacola Junior College. ED 107 318
- Standardized Tests**
Language and Adjustment Scale for the Thematic Apperception Test for Youths 12-17 Years. Data Evaluation and Methods Research, Series 2, No. 62. ED 107 023
Large-Scale Standardized Testing Programs-New Vistas in User Oriented Reporting. ED 107 724
Post Secondary Programs for the Deaf: IV. Empirical Data Analysis. Research Report No. 75. ED 107 009
Technical Report: Tests of General Ability and Tests of Reading, Inter-American Series, Forms CE, DE, CE's, DE's. ED 107 133//
- Standards**
The Louisiana State Criteria of Excellence for Schoolwide Reading Programs. ED 106 779
The North Central Association: Its Change Agent Role on Administrative Practices, Policies and Procedures in Wisconsin Technical Institutes. ED 107 323//
Teacher Outcomes Studies: The Development of Methods for Obtaining Teacher Estimates of Minimal and Desired Student Performance. ED 107 726
- Standard Spoken Usage**
Developmental Aspects of Pupil Performance on Bidialectal Tests. Research and Development Memorandum No. 137. ED 106 867
A Grammar of Spoken Brazilian Portuguese. ED 107 137//
Reader for Advanced Spoken Tamil, Parts 1 and 2. ED 107 099//
Some Extra Problems That the Bilingual Teachers of Chinese Children Should Consider. ED 107 112
- Stanford University**
Who Sank The Khaki Submarine At Stanford? A Study of Decision-Making At Stanford University. ED 107 191
- State Agencies**
Progress Report on Rural Development for Fiscal Year 1970. ED 107 432
A Survey of State-Level Academic Program Review Policies and Procedures for Higher Education. Final Report. ED 107 163
- State Aid**
Capital Outlay Financing. ED 106 934
Citizens' Handbook on Washington Public School Administration and Finance. Revised. ED 106 910
Federal Student Loan Programs. Policy Analysis Service Reports. Vol. 1, No. 1. ED 107 189
Illinois State Scholarship Commission Report. ED 107 173
Model Student Assistance Programs for Kentucky. Final Report. ED 107 178
National Task Force on Student Aid Problems. Final Report. ED 107 199
New Concepts of Student Access. Policy Analysis Service Reports. Vol. 1, No. 3. ED 107 190
Special Education: Needs-Costs-Methods of Financing. A Report of a Study. ED 106 985
- State Church Separation**
Religion in the Public School Curriculum. ED 106 945
- State Colleges**
Financing of Intercollegiate Athletics: Recommendations. ED 107 172
- State Curriculum Guides**
A Guide for the Development of Career Education. ED 106 552
The Secondary School Mathematics Curriculum. ED 107 529
- State Departments of Education**
1973 Assessment Workshops: Final Report. ED 107 710
Actions Taken by State Departments of Education in Developing CBTE Certification Systems. ED 107 607
Education of Handicapped Children: Status Report: School Year 1973-74 and Midyear 1974-75. ED 107 026
ESEA, Title III Dissemination Program Evaluation Report, 1972-73, 1973-74. Sections I and II. ED 107 655
Special Education, Competency, and the Problem of Administration. ED 107 073
Special Education: Needs-Costs-Methods of Financing. A Report of a Study. ED 106 985
State Education Agencies and the National Institute of Education. ED 107 305
- State Educational Records and Reports Series**
Combined Glossary: Terms and Definitions from the Handbooks of the State Educational Records and Reports Series. ED 106 923
- State Federal Aid**
A Concept Paper for the School Practice and Service Program. ED 106 936
- State Government**
The Videotape As a Teaching Aid in State and Local Government. ED 107 589
- State Legislation**
Compendium of Law Suits Establishing the Legal Rights of Mentally Retarded Citizens. ED 107 018
Planning and Programming for Handicapped Young Children; Tadsript 4. ED 107 021
- State Programs**
The Administration of Service Delivery Programs in Special Education in Five Connecticut Towns: The Organization and Coordination of the Planning and Placement Team Process. ED 107 078
Career Education: Information Packet Revision. ED 106 660
Connecticut's Comprehensive Model for the Education of the Gifted and Talented. ED 107 058
The Cooperative Distributive Education Program for Employers of Cooperative Distributive Education Students. ED 106 481
Financing Education Programs for Handicapped Children: Regional Conference Highlights. Report No. 50. ED 107 059
The Importance of Assessment Instrument Development. ED 107 729
Iowa Priority Program Areas Requiring Specialized Training of Less Than Baccalaureate Degree. ED 106 655
The Life Career Development Program; Guidelines for Organization. ED 106 667
Needs Assessment Package. ED 107 695
Planning and Programming for Handicapped Young Children; Tadsript 4. ED 107 021
State Administration of Vocational Education: Information Sources. Bibliography Series No. 21. ED 106 519
Taxonomy and Profiles of Career Education. Volumes 1-4. ED 106 516
- State School District Relationship**
Educational Leadership in an Era of Accountability. ED 106 941
- State Standards**
Administrators' Guide to Public School Programs for Handicapped Children. ED 107 069
Guidelines for the Implementation of Programs for Pupils Who Are Orthopedically Handicapped. ED 107 045
- State Surveys**
An Evaluation of the Status of the Occupational Specialist in Florida: Final Report. ED 106 537
Florida State Advisory Council on Vocational and Technical Education: Annual Evaluation Report: Fiscal Year 1974. ED 106 538
A Plan for Improved Services for the Developmentally Disabled in Michigan. ED 107 040
The Quality of Special Education Teacher Training Programs: A Report to the Legislature in Response to Senate Resolution 1974-178. ED 107 014
Survey on Continuing Education Needs for Health Professionals: Report.

- ED 106 540
- State Universities**
- Financing of Intercollegiate Athletics: Recommendations. ED 107 172
- A Popular History of the Origins of the Regents of the University of the State of New York. ED 107 585
- State University College at Fredonia in New York**
- Survey-'71. A Follow-Up of '71 Fredonia Graduates. ED 107 187
- State University of New York**
- A CBTE Curriculum Model and Directions for Its Assembly. ED 107 605
- State University of New York at Fredonia**
- Hamburg Center Intern Follow-Up. Second Year, 1974. ED 107 639
- Statewide Planning**
- Media Center Facility Design for Maryland Schools. ED 107 297
- North Carolina Community College System Biennial Report, 1972-1974. ED 107 337
- Occupational Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 11. ED 106 664
- Performance Objectives in Community Junior Colleges: A Study of Their Effect Upon Teaching and Learning at Pensacola Junior College and Their Use in Selected States. ED 107 314
- A Survey of State-Level Academic Program Review Policies and Procedures for Higher Education. Final Report. ED 107 163
- Task Force Report on Two-Year Postsecondary Education in Pennsylvania. ED 107 342
- Thrust for Relevance: Report of the Statewide Study on Adult and Continuing Education. ED 106 500
- Toward Solving Transfer Problems in Southern Universities and Colleges. ED 107 195
- Statistical Analysis**
- Analysis of Complex Intervention Effects in Time-Series Experiments. ED 107 216
- Children in Pennsylvania. Volume 1. State Summary. Social Indicators for Human Services Series I. ED 107 421
- Equality of Educational Opportunity Quantified: A Production Function Approach. ED 107 736
- Projection Techniques for the Non-Statistically Inclined. Research Report No. 113. ED 106 930
- Residential Projections of Northeast Alabama Youth: A Historical Comparison. ED 107 387
- A Structure of Concept Attainment Abilities. ED 107 470//
- The Use of Reliability Coefficient to Increase Accuracy of the Calculation of n in Power Formulas. ED 107 674
- Statistical Data**
- Expenditures and Revenues for Public Elementary and Secondary Education, 1972-73. ED 106 911
- Hearing Levels of Youths 12-17 Years, United States. National Health Survey Series 11, No. 145. ED 107 024
- Juvenile Delinquency. ED 106 744
- Projection Techniques for the Non-Statistically Inclined. Research Report No. 113. ED 106 930
- Reported Emotional/Behavioral Problems Among Hearing Impaired Children in Special Educational Programs: United States, 1972-73. (Series R, No. 1). ED 107 037
- Rural Development: Fourth Annual Report of the President to the Congress on Government Services to Rural America. ED 107 437
- Survey Data for Trend Analysis. An Index to Repeated Questions in U. S. National Surveys Held by the Roper Public Opinion Research Center. ED 107 542
- Technical Report: Tests of General Ability and Tests of Reading. Inter-American Series, Forms CE, DE, CEs, DEs. ED 107 133//
- Statistical Studies**
- An Approach to Assessment of Quality of a University Library Collection. ED 107 308
- Drugs and Attitude Change. Nonmedical Drug Use: Attitudes and Attitude Change. National Institute on Drug Abuse Research Issues 3. ED 106 714
- Drugs and Family/Peer Influence. Family and Peer Influences on Adolescent Drug Use. National Institute on Drug Abuse Research Issues 4. ED 106 715
- Statistical Surveys**
- Language and Area Studies Review. Monograph 17. ED 107 101//
- Reconsideration of Language Priorities: Africa. ED 107 130
- Status**
- The Modification of Female Leadership Behavior in the Presence of Males. ED 106 742
- Status Testing**
- Functions of Status Testing in the Development of an Instructional Program. ED 106 871
- Stimulation**
- The Infant Development Center. ED 107 017
- Strong Vocational Interest Blank**
- Prediction of Grades and Satisfaction Using the Strong Vocational Interest Blank. ED 107 708//
- Structural Analysis**
- Agreement. Working Papers on Language Universals, No. 5. ED 107 111
- Comprehension Considerations in SWRL Reading Instruction. Technical Note No. 2-72-35. ED 106 771
- A Study of Korean Causatives. Working Papers in Linguistics, Vol. 6, No. 4. ED 107 123
- Techniques in Language Control. ED 107 141//
- Word Formation: The Anarchy of the Art. ED 107 107
- Structure of Intellect**
- A Comparison of Different Approaches for Educating Young Gifted Children. (RAPYD II Project). ED 107 052
- Student Adjustment**
- How To Cope with the Transient Child. ED 106 916
- Student Application**
- National Task Force on Student Aid Problems. Final Report. ED 107 199
- Student Attitudes**
- Acceptance of Ideas of Others [Number Form and Star Form]. ED 107 686//
- Acceptance of Others (Number Form). ED 107 685//
- An Attitudinal Study of Computer-Assisted Testing as a Learning Method. ED 107 721
- Commitment to the Nontraditional Student. Topical Paper No. 51. ED 107 327
- The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. (Report of First Year of Program). ED 107 681
- The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program). ED 107 690
- The Effects of Two Differing Questioning Strategies on the Achievement and Attitudes of Elementary Pupils. ED 107 491
- Evaluation of the Knox County Extended School Year Program 1974-75. ED 106 949
- Human Relations in the Classroom: An Annotated Bibliography. Supplement 4. ERIC-CUE Urban Disadvantaged Series, Number 41. ED 107 732
- Pennsylvania Educational Quality Assessment Attitude Toward School Instrument. ED 107 683//
- Profile Characteristics of Entering Students: 1974-75. ED 107 341
- Reflections of American Prejudice at Antebellum West Point (1802-1861). ED 107 558
- School Attitude Scale (Grades 1-3). ED 107 682//
- School Attitude Scale (Grades 4-6). ED 107 684//
- Some Effects of Inter-Group Contact Among Black, White, and Latin Milwaukee Students. ED 107 740
- Source of Preparatory Orientation of High School Students in Northeastern Indiana to Issues Involved in Marriage and Family Living. ED 107 575
- Summary of Results of Student Evaluation Survey: Lower Division Spanish, Fall Semester 1973. ED 107 125
- Survey-'71. A Follow-Up of '71 Fredonia Graduates. ED 107 187
- Survey of Iowa State University Students Concerning Intramural Sports and Related Sports Interests. ED 107 611
- Student Behavior**
- Behavior Modification. ED 107 614
- Personal Causation Training and Goal Setting in Seventh Grade. ED 106 725
- A Recommended Guide to Students' Rights and Responsibilities in Michigan. ED 106 981
- A System for Assessing Affectivity. ED 106 710//
- Student Characteristics**
- Adult Education in British Columbia. ED 106 626
- Attrition and Student Progress at Bronx Community College, September 1970 to August 1974. Research Report No. BCC-2-75. ED 107 343
- Enrollment and Attendance: 1965-1975. Research Report No. 75-04. ED 107 313
- Equality of Educational Opportunity Quantified: A Production Function Approach. ED 107 736
- An Exploratory Study of Changes in Concepts as Measured by a Semantic Differential Instrument During a College Physical Science Course for Nonscience Students. ED 107 459//
- A Longitudinal Study of Selected Cognitive and Non-Cognitive Student Outcomes From Grade 5 to Grade 9. ED 106 700
- Middle-Level Workers: Characteristics, Training and Utilization of Mental Health Associates. Community Mental Health Monograph Series No. 8. ED 106 647//
- Profile Characteristics of Entering Students: 1974-75. ED 107 341
- Student Development, Teacher Characteristics and Class Characteristics in Junior High School Science. ED 107 460//
- A Study of Tracking as a Multiple Option Approach in the Department of Natural Science at Michigan State University.

- ED 107 451//
Urban Appalachian School Children: The Least Understood of all. Working Paper No. 6.
ED 107 737
- Student Development**
The Development of Levels of Abstraction in Children's Thinking about Complex Social Problems.
ED 107 562
- Student Enrollment**
Declining Enrollments: Implications.
ED 106 942
Nonresident Student Enrollment in State Institutions of Higher Education: An Overview.
ED 107 183
Riding the Wave of New Enrollments. Topical Paper No. 50.
ED 107 326
- Student Evaluation**
Accountability and Serendipity.
ED 107 584
Accountability in Student Evaluation.
ED 107 701
Basic Internal Accountability Design for Career Guidance: An Affective Evaluation Report: Career Guidance Report No. 1.
ED 106 451
The Development of New Measures of Curiosity for Children. Report No. 56.
ED 107 704
Effective Student Grading and Progress Reporting.
ED 106 915
The Grade of Incomplete: A Brief Review and Comment.
ED 107 184
Individually Guided Education—Multi-School Component (IGE/MUS-E) in New Jersey 1973-1974: Evaluation Report.
ED 107 673
Instructor Data Reporting Procedures.
ED 106 670
Large-Scale Standardized Testing Programs—New Vistas in User Oriented Reporting.
ED 107 724
Nursing Evaluation: The Problem and the Process: The Critical Incident Technique.
ED 106 468//
School and Home Communication: A Guide for Parents and Teachers.
ED 106 969
- Student Experience**
A Study to Define the Role of the Division of Cooperative Education at the College of the Mainland.
ED 107 315
- Student Interests**
Trends in Expressed Educational Objectives, 1968-1973 (and) Students "Undecided" as to Educational Objectives.
ED 107 340
- Student Loan Programs**
Career Development Opportunities for Native Americans.
ED 107 424
Federal Student Loan Programs. Policy Analysis Service Reports. Vol. 1, No. 1.
ED 107 189
Illinois State Scholarship Commission Report.
ED 107 173
Model Student Assistance Programs for Kentucky. Final Report.
ED 107 178
New Concepts of Student Access. Policy Analysis Service Reports. Vol. 1, No. 3.
ED 107 190
Pennsylvania Higher Education Assistance Agency. Annual Report for 1973-74.
ED 107 175
Pennsylvania Higher Education Assistance Agency. Annual Report for 1972-73.
ED 107 176
- Student Mobility**
College Enrollments and Projections in North Carolina, 1975-80.
ED 107 196
Nonresident Student Enrollment in State Institutions of Higher Education: An Overview.
ED 107 183
- Student Motivation**
Improving Practices in Inner-City Schools: Two Contributions.
ED 107 746
Item and Total Score Characteristics and Correlates of the JIM Scale.
ED 107 705
- Student Needs**
Educational Needs Assessment of Adults in the Globe-Miami Area. Final Report.
ED 107 336
- Student Opinion**
Student Evaluation of Teachers and Administrators. Oregon School Study Council Bulletin, Vol. 18, No. 8.
ED 106 927
- Student Participation**
Participation in Decision-Making: A Selected Bibliography. Exchange Bibliography No. 258.
ED 106 956
Student Evaluation of Teachers and Administrators. Oregon School Study Council Bulletin, Vol. 18, No. 8.
ED 106 927
Survey of Iowa State University Students Concerning Intramural Sports and Related Sports Interests.
ED 107 611
- Student Personnel Services**
Commitment to the Nontraditional Student. Topical Paper No. 51.
ED 107 327
- Student Placement**
Conceptualization of Prototype Placement Program.
ED 106 649
A Primer on Due Process: Education Decisions for Handicapped Children.
ED 107 090//
West Virginia Guidebook: Job Placement Services: What's Your Need?
ED 106 536
- Student Reaction**
Hamburg Center Intern Follow-Up.
ED 107 623
Hamburg Center Intern Follow-Up. Second Year, 1974.
ED 107 639
- Student Records**
Guidelines for the Collection Maintenance and Dissemination of Pupil Records.
ED 106 979
How To Cope with the Transient Child.
ED 106 916
Instructor Data Reporting Procedures.
ED 106 670
The Uniform Migrant Student Record Transfer System. A Position Paper.
ED 107 440
- Student Responsibility**
A Recommended Guide to Students' Rights and Responsibilities in Michigan.
ED 106 981
- Student Rights**
Coping with Teen-Age Parents.
ED 106 919
A Recommended Guide to Students' Rights and Responsibilities in Michigan.
ED 106 981
- Students**
Post Secondary Programs for the Deaf: II. External View. Research Report No. 61.
ED 106 999
- Student Teacher Relationship**
Affective Learning.
ED 107 354
Effects of Training in Interpersonal Skills: Research Summary. National Consortium for Humanizing Education Interim Report No. 4.
ED 106 733
Helping a Learning Group Mature.
ED 106 498
Improving Child Management Practices of Parents and Teachers. Maxi I Practicum. Final Report.
ED 106 729
The Length of Time Necessary to Obtain a Representative Sample of Clinician-Client Interaction.
ED 107 064
Praise and Criticism—A Sticky Issue.
ED 107 649
- Recollections of a One-Room Schoolhouse (An Interview with Marian Brooks).
ED 107 431
Response Surface Analysis. National Consortium for Humanizing Education, Interim Report No. 3.
ED 106 732
- Student Teachers**
Hamburg Center Intern Follow-Up.
ED 107 623
Physical Education Teaching Problems for Analysis and Solution.
ED 107 656//
- Student Teaching**
A Comparison of Participant Performance and Attitudes in Two Teacher Preparation Patterns.
ED 107 630
- Student Writing Models**
Creative Writing...A New Curriculum.
ED 106 855
Do You Ever Feel As If You're Talking to a Brick Wall?
ED 106 875
- Study Guides**
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet One.
ED 106 640
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Two.
ED 106 641
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Three.
ED 106 642
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Four.
ED 106 643
Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Six.
ED 106 645
- Study Skills**
Decision Making: An Imperative for Language Learning: Highlights of the Annual Language Arts Conference of Memphis State University (7th, Memphis, June 12-14, 1974).
ED 106 854
Department of Directed Studies, La Junta, Colorado. (Otero Junior College's Reading/Study Skills Laboratory—A Supporting Service).
ED 106 803
PREP [Pre-Discharge Education Program]. Longview Community College-Richards-Gebaur Air Force Base, Missouri.
ED 106 807
The Uses of Reading and Study Skills: Individualized Inservice Packet Number IX. Teaching Teen Reading Series.
ED 106 761
- Stuttering**
Stuttering: What It Is and What to Do About It.
ED 107 088//
- Subject Index Terms**
Subject Classification.
ED 107 273
- Substitute Teachers**
Maximum Salaries Paid Substitutes, Adult Education, Extended Day, and Summer Session 1974-1975.
ED 106 971
- Success Factors**
Coaches' Manual.
ED 107 617
Expertness, Type of Appeal, and Influence in Counseling. Research Bulletin Volume 15, Number 3.
ED 107 717
Fear of Success—A Situational Approach.
ED 106 677
Self-Concept: The Linkage Between Family Background, School Context and Educational Success.
ED 106 686
Varieties of Achievement Motivation.
ED 106 737
- Summative Evaluation**
Aberdeen Area Final Evaluation Report, ESEA Title I Project, Fiscal Year 1974.
ED 107 414
The Evaluation of Dropout Prevention Programs.

- History of the American Academy of Physical Education: 1950-1970. ED 107 716
- A Perspective on Improving the Effectiveness of Curriculum Materials. ED 107 635
- ED 107 218
- Summer Schools**
- Maximum Salaries Paid Substitutes, Adult Education, Extended Day, and Summer Session 1974-1975. ED 106 971
- Super 8mm Films**
- The American Super-8 Revolution; Guide to Creative Filmmaking in the Classroom. ED 107 307
- Superintendents**
- Accountability in Education--The Kalamazoo Plan. ED 106 946
- Supermarket Checkers**
- Acura-Touch: Instructor's Guide for Professional Supermarket Checkers. ED 106 648
- Supervisor Qualifications**
- Tests and Employment Discrimination. ED 107 373
- Supervisors**
- The Evaluation Supervisor as Internal Auditor. ED 107 727
- The Relationship Between Psychological Differentiation and Perceptions of Supervisory Behavior. ED 106 487
- Supervisory Methods**
- Task Goal Attributes, Achievement, and Supervisory Performance. Technical Report No. 30. ED 106 499
- Supervisory Training**
- Principles and Practices of Occupational Safety and Health: Administrator's Manual. ED 106 639
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet One. ED 106 640
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Two. ED 106 641
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Three. ED 106 642
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Four. ED 106 643
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Five. ED 106 644
- Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Six. ED 106 645
- Supplementary Education**
- [Sequential Processes for Mastery of Skills in Decoding from Pre-Phonic Training to Independent Reading Competency.] ED 106 845
- Supplies**
- Storekeeper I and C: Rate Training Manual. Revised. ED 106 511
- Supreme Court Litigation**
- Meek Et. Al. v. Pittenger, Secretary of Education, Et. Al. Supreme Court of the United States. Appeal from the United States District Court for the Eastern District of Pennsylvania, No. 73-1765. Argued February 19, 1975--Decided May 19, 1975. ED 106 935
- Tests and Employment Discrimination. ED 107 373
- Surveys**
- Adult Education in British Columbia. ED 106 626
- The Hearing Impaired Mentally/Retarded: A Survey of State Institutions for the Retarded. Monograph No. 4. ED 106 994
- Maryland Environmental Education Survey. Part One: The Chesapeake Bay as an Integral Part of the Environmental Education Program. Progress Report. ED 107 475//
- Maximum Salaries Paid Substitutes, Adult Education, Extended Day, and Summer Session 1974-1975. ED 106 971
- Methodology and Techniques on How to Conduct a Drug Survey in A School or School District. Florida Educational Research and Development Council Research Bulletin, Fall, 1974. ED 106 706
- Social Indicators: A Bibliography. Exchange Bibliography No. 215. ED 106 951
- The Status of Environmental Education in Connecticut's Elementary and Secondary Schools 1973-1974. ED 107 483
- Urban Information Needs: A Replication. A Report of the Syracuse/Elmira Study. ED 107 285
- Suspension**
- Discipline, Corporal Punishment, and Suspension. ED 106 920
- Syllables**
- Development of Syllabic Nasals: The Case of the Bantu Noun Class Prefixes "Mu-, "Mi-, "Ma-, Working Papers on Language Universals, No. 2. ED 107 110
- Symposia**
- Pre-School Education--Aims, Methods and Problems. Report of a Symposium (Venice, Italy, October 11-16, 1971). ED 107 346
- Synanon School**
- Aggression and Dominance Relations in Young Children. ED 107 357
- Syntax**
- A Demystification of Syntactic Drift. Montreal Working Papers in Linguistics, Vol. 3. ED 107 120
- Descriptions of the Structure and Ordering of Language in the Mod 2 Kindergarten Stories. Technical Note No. 2-72-34. ED 106 772
- Detecting Syntactic Ambiguity: Three Augmented Transition Network Techniques. ED 107 151
- On the Node Label "ADV." ED 106 862
- Remembering the Functional Sentence. ED 106 778//
- Second Grade Syntax Attainment and Reading Achievement. ED 106 764
- Some Notes on Lee and Canter's "Developmental Sentence Scoring: A Clinical Procedure for Estimating Syntactic Development in Children's Spontaneous Speech." Papers and Reports on Child Language Development, No. 4. ED 107 113
- Systems Analysis**
- Dynamic Systems and Static Goals: An Educational Dilemma. ED 106 897
- Instructional Development for the Florida PLATO Project: Process and Evaluation. ED 107 242
- Systems Approach**
- Analyzing Sequential Interaction Data: Two Empirical Studies. ED 106 891
- [A Program to Improve the Informational Processing of Children with Reading and Learning Problems.] ED 106 826
- Guidance, Counseling, Placement, and Follow Through Systems: Information Sources. ED 106 522
- An Information Systems' Approach to Higher Education and Post-Secondary Degrees. ED 107 642
- New Tactics for Building: Experience/Analysis/Recommendations from the Detroit Public Schools Construction Systems Program. ED 106 939
- Planning-Programming-Budgeting Systems:** Revised Edition Including Exchange Bibliographies No. 121 and No. 183. Exchange Bibliography No. 289. ED 106 964
- A System for Assessing Affectivity. ED 106 710//
- Vocational Assessment Systems: Application in Programs Serving Special Needs Populations. ED 106 654
- Systems Concepts**
- A Conceptual Theory of Rhetoric. ED 106 878//
- Perspectives on Simulation and Miniaturization. Professional Paper No. 1472. ED 107 252
- Tables (Data)**
- Aspirations, Expectations, and Attitudes of South Carolina High School Students. ED 107 406
- Benefits and Costs of Manpower Services in the Interlake Rural Development Area. Research Bulletin No. 72-1. ED 107 395
- Changes in Educational Aspirations from Sophomore to Senior Year of a State-Wide Sample of South Carolina High School Students. ED 107 405
- Historical Changes in Educational Aspirations of South Carolina High School Students, 1967-1973. ED 107 407
- Participation in Selected FFA Activities: 1973-74. ED 106 444
- A Review of the Quadrimester Program with Cost Estimates for a Proposed Quadrimester Program for the Lafayette Parish, Louisiana, Schools. ED 106 900
- Year-Round Education Activities in the United States. Third Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States. ED 106 912
- Talking Books**
- A Planning Study for the Conversion of Recorded Books and Magazines from Rigid Discs to Cassettes and Flexible Discs. Final Report. ED 107 292
- Tamil**
- Reader for Advanced Spoken Tamil, Parts 1 and 2. ED 107 099//
- Tape Recordings**
- Designing Slide/Tape Self-Instruction; A Focus and Design Session. ED 107 302
- Task Analysis**
- A Program Project for the Investigation and Application of Procedures of Analysis and Modification of Behavior of Handicapped Children. Annual Report. ED 107 013
- The Severe Nature of Verbal Learning Deficits in Preschool Down's Syndrome (Mongoloid) Children. Research Report No. 69. ED 107 003
- A Survey of Responsibilities of Indiana Public High School Audiovisual Personnel. ED 107 203
- Task Performance**
- On the Determinants of Student Performance in a Verified Instructional Program. ED 106 662
- Effects of Systematic Variations of Instructional Variables in a Verified Instructional Program. ED 106 661
- Task Structure and Cognitive Tempo Influence on Organizational Memory in Children. ED 106 722
- Tax Allocation**
- From Serrano to Serrano. Report No. FA. ED 106 929
- Taxonomy**
- Career Clusters: What They Are and How to Use Them: Counselor Guide. ED 106 616

- Taxonomy and Profiles of Career Education.**
Volumes 1-4. ED 106 516
- Tax Support**
Citizens' Handbook on Washington Public School Administration and Finance. Revised. ED 106 910
New Hyde Park Public Library; A Study. ED 107 266
- Teacher Attitudes**
Educators' Perceptions of School Domain Claims. ED 107 606
The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. (Report of First Year of Program). ED 107 681
The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program). ED 107 690
Evaluation of the Knox County Extended School Year Program 1974-75. ED 106 949
Human Relations in the Classroom: An Annotated Bibliography. Supplement 4. ERIC-CUE Urban Disadvantaged Series, Number 41. ED 107 732
Measurement of Social Incompetency in Adolescents. Final Report. ED 107 694
Opinionnaire on Attitudes Toward Education. ED 107 687//
The Opinions of Northeast Missouri Social Studies Teachers Related to Student Teacher Placement and Evaluation. ED 107 666
Performance Objectives in Community Junior Colleges: A Study of Their Effect Upon Teaching and Learning at Pensacola Junior College and Their Use in Selected States. ED 107 314
Philosophy of Glasser Questionnaire. ED 107 689//
Promotion and Careers in Teaching. ED 107 621//
The Relationship Between Children's Self-Concepts, Teacher's Rating, and Academic Achievement. ED 106 699
Satisfaction With Teaching Questionnaire. ED 107 688//
Teacher Outcomes Studies: The Development of Methods for Obtaining Teacher Estimates of Minimal and Desired Student Performance. ED 107 726
- Teacher Behavior**
Assessment and Research in Teacher Education: Focus on PBTE. PBTE Monograph Series No. 17. ED 107 600
An Investigation of the Effects of a Graduate Course on the Modification of Teacher Behavior. ED 107 646
A Pilot Project to Examine Whether Teachers "Turn On" Only When Observers Are Present. ED 107 622
Polynomial Representation of Teacher Behavior. ED 106 718
- Teacher Centers**
Exploring Teachers' Centers. ED 107 601
Hamburg Center Intern Follow-Up. ED 107 623
- Teacher Certification**
Actions Taken by State Departments of Education in Developing CBTE Certification Systems. ED 107 607
Competency/Performance-Based Certification; The Latest Scientific Management Effluvia? Or the Answer for Which We Have Waited? ED 107 597
- Teacher Characteristics**
Promotion and Careers in Teaching. ED 107 621//
- Teacher Developed Materials**
Career Education: An Idea Book. ED 106 529
- A Curriculum Guide for Ninth Grade in Environmental Science. First Rough Draft.** ED 107 495//
Designing Slide/Tape Self-Instruction; A Focus and Design Session. ED 107 302
University of Minnesota Foreign Language Curriculum Units. ED 107 127
World of Work: Elementary School Career Education: Available Units. ED 106 603
- Teacher Education**
Accreditation Issues in Teacher Education. SCIP No. 1. ED 107 643
Alternative Education and Corrections: Some New Dimensions. ED 107 603
A Comparison of Participant Performance and Attitudes in Two Teacher Preparation Patterns. ED 107 630
A Component for a Methods Course for Preservice Secondary School Mathematics Teachers Involving Computers and Other Laboratory Activities. ED 107 507//
Connecticut's Comprehensive Model for the Education of the Gifted and Talented. ED 107 058
Early Childhood Education: Organization of Reference Topics for Use in Undergraduate Courses. ERIC 1967-Spring 1973. (A Selective Listing). ED 107 371
Exploring Teachers' Centers. ED 107 601
Final Evaluation of Region II Institute for the Training of Teachers of English as a Second Language (ESL). ED 106 442
Holy Grails and Monographs. ED 106 775
An Information Systems' Approach to Higher Education and Post-Secondary Degrees. ED 107 642
Interpersonal Skills Training for Teachers. National Consortium for Humanizing Education, Interim Report No. 2 (Introductory Materials). ED 106 731
The Iowa-UPSTEP Model for Science Teacher Education. ED 107 511
Mainstreaming: Teacher Training Workshops on Individualized Instruction. ED 107 091//
New Patterns of Teacher Education and Tasks. General Analyses. ED 107 602
New Patterns of Teacher Education and Tasks; Country Experience. United States. ED 107 651
New Patterns of Teacher Education and Tasks; Country Experience. Sweden. ED 107 652
Professors as Teacher Trainers. Career and Technology Education Monograph Series No. 1. ED 106 485
Programs for Improving Elementary and Secondary School Education in Mathematics 1975. ED 107 531
Prospective and Experienced Elementary Teachers: A Comparison of Mathematical Achievement and Attitudes. ED 107 528
The Quality of Special Education Teacher Training Programs: A Report to the Legislature in Response to Senate Resolution 1974-178. ED 107 014
The Recruitment, Channeling, and Placement of Chicano Teachers. ED 107 430
The State of the Thought. ED 107 647
Trends and Issues in Early Childhood Education. ED 107 355
Using Media to Stimulate Inquiry. Instructor's Guide and Participant's Manual. Teaching Procedures for the New Social Studies. ED 107 547
- Teacher Education Curriculum**
A Comparison of Participant Performance and Attitudes in Two Teacher Preparation Patterns. ED 107 630
- Teacher Educators**
Critical Feedback in Self-Instructional Course: Need, Nature, and Effects. ED 107 251
- Teacher Employment**
The Case For and Against Tenure. ED 106 944
Law, Finance, and the Teacher in Illinois—A Handbook for Teachers, Administrators, and School Board Members. Second Edition. ED 106 931//
Teacher Supply and Demand in Public Schools, 1974. ED 107 670
- Teacher Evaluation**
Accountability in Education—The Kalamazoo Plan. ED 106 946
Assessment and Research in Teacher Education: Focus on PBTE. PBTE Monograph Series No. 17. ED 107 600
A Comparison of Participant Performance and Attitudes in Two Teacher Preparation Patterns. ED 107 630
A Discussion of a Proposed System for Rewarding And Improving Instructional Effectiveness. ED 107 171
How to Evaluate Teachers on Performance. ED 106 921
The Opinions of Northeast Missouri Social Studies Teachers Related to Student Teacher Placement and Evaluation. ED 107 666
A Pilot Project to Examine Whether Teachers "Turn On" Only When Observers Are Present. ED 107 622
A Preliminary Report on the Anthropology Department Student Ratings Survey. ED 107 699
Rational Solutions to Curricular Issues. ED 106 988
Student Evaluation of Teachers and Administrators. Oregon School Study Council Bulletin, Vol. 18, No. 8. ED 106 927
- Teacher Improvement**
Preparing Others to Profess: A Trial Year. Director's Report, Project on Teaching and Learning in Graduate Geography, Phase I (July 1973 to June 1974). ED 107 552
Professors as Teacher Trainers. Career and Technology Education Monograph Series No. 1. ED 106 485
- Teacher Influence**
A Critical Review of Experimental Studies of Teacher Questions and Student Achievement. ED 107 629
Praise and Criticism—A Sticky Issue. ED 107 649
- Teacher Interns**
Hamburg Center Intern Follow-Up. ED 107 623
Hamburg Center Intern Follow-Up. Second Year, 1974. ED 107 639
- Teacher Participation**
Competency/Performance-Based Certification; The Latest Scientific Management Effluvia? Or the Answer for Which We Have Waited? ED 107 597
Participation in Decision-Making: A Selected Bibliography. Exchange Bibliography No. 258. ED 106 956
- Teacher Placement**
The Opinions of Northeast Missouri Social Studies Teachers Related to Student Teacher Placement and Evaluation. ED 107 666
- Teacher Response**
Praise and Criticism—A Sticky Issue. ED 107 649
- Teacher Responsibility**
Professors as Teacher Trainers. Career and Technology Education Monograph Series No. 1. ED 106 485

Teacher Role

- Helping a Learning Group Mature.
ED 106 498
- New Patterns of Teacher Education and Tasks.
General Analyses.
ED 107 602
- New Patterns of Teacher Education and Tasks;
Country Experience. Sweden.
ED 107 632

Teachers

- An Information Systems' Approach to Higher
Education and Post-Secondary Degrees.
ED 107 642

Teacher Salaries

- A Comparison of Working Conditions Between
Community College Instructors in Collective
Bargaining Contract Colleges and Traditional
Colleges.
ED 107 319//

Teacher Selection

- Notice of Charge of Employment Discrimina-
tion--Prelude to Fact Finding or Witch Hunt?
ED 107 316

Teacher Supply and Demand

- Teacher Supply and Demand in Public Schools,
1974.
ED 107 670

Teacher Workshops

- ACTFL Workshop Proceedings: Black Litera-
ture of French Expression.
ED 107 103
- African Outreach Workshop 1974.
ED 107 644
- Suggested Guidelines for Career Education
Workshops.
ED 106 607
- Thirteen Alternative Learning Environments
That Can Be Used to Evaluate the Impact of
Teacher Inservice Workshops on Documented
Learner Benefits.
ED 107 648

Teaching

- Assessing the Impact of Research on Schooling:
A Problem in History of Education, Its Difficul-
ties and Approaches.
ED 107 595
- A Critical Review of Experimental Studies of
Teacher Questions and Student Achievement.
ED 107 629
- Promotion and Careers in Teaching.
ED 107 621//

Teaching Conditions

- A Comparison of Working Conditions Between
Community College Instructors in Collective
Bargaining Contract Colleges and Traditional
Colleges.
ED 107 319//

Teaching Experience

- Prospective and Experienced Elementary
Teachers: A Comparison of Mathematical
Achievement and Attitudes.
ED 107 528
- Writing Performance/Behavioral Objectives
After Teaching with Them.
ED 107 641

Teaching Guides

- Acura-Touch: Instructor's Guide for Profes-
sional Supermarket Checkers.
ED 106 648
- Flowcharting. A Beginning Mathematics Unit.
ED 107 492//
- The Governmental Library Simulation for the
Study of Administration of a Special Library.
Course I, Part 3: Director's Guide. Final Re-
port, Phase II, Post-Master's Education for
Middle and Upper-Level Personnel in Libraries
and Information Centers.
ED 107 206
- A Guidebook to Guidebooks. An Urban En-
vironmental Education Resource Book.
ED 107 469//
- Inner-City Schools and the Beginning Teacher:
A Dialogue.
ED 107 738
- Man and Environment.
ED 107 484
- Modifying English as a Second Language
Materials (for Instructing ABE Students).
ED 107 159
- Prolegomena to the Language Syllabus.
ED 107 121

- Sesame and You, Two--A Teacher's Helper: A
Revised Guide to Accompany a Videotape
Package of Twenty Sesame Street Mini Shows.
ED 107 015
- Wrestling: Physical Education Secondary
Schools.
ED 107 609

Teaching Load

- Class Size and Teacher Load.
ED 107 627

Teaching Methods

- Clinical Management of Voice Disorders.
ED 107 089//
- The Context of Foreign Language Teaching.
ED 107 139//
- Creative Teaching of Reading in the Elementa-
ry School. 2nd Edition.
ED 106 766//
- Developing Language Skills in the Elementary
Schools. 5th Edition.
ED 106 857//
- The Development and Implementation of a
Model for Comparing Instructional Alterna-
tives.
ED 107 214
- The Effects of Tracing Prompts and Dis-
crimination Training on Kindergarten Hand-
writing Performance.
ED 106 864
- European Syllabuses in English as a Foreign
Language.
ED 107 152
- Exploring Careers in Music.
ED 106 585
- Foreign Language Teaching and Learning
Today (1975).
ED 107 154
- Ideas for Classroom Reading Activities.
ED 106 781
- Individualized Instruction: An Eclectic Method.
ED 106 443
- Individualized Reading and You.
ED 106 776
- The Language Experience Approach Teaching
Reading.
ED 106 777
- Objectives and Structure of the SWRL Reading
Program, Blocks 1-8. Technical Note No. 3-72-
42.
ED 106 768
- Observation Procedures for Classroom Tryout
of Instructional Materials and Procedures.
ED 106 887
- Performing with Objectives.
ED 107 140//
- Physical Mastery of the English Language: The
First Step in Teaching the Immigrant Conversa-
tional English.
ED 106 792
- Rationalizing Individualized Instruction.
ED 107 153
- Task Structure and Cognitive Tempo Influence
on Organizational Memory in Children.
ED 106 722
- Teaching Elementary Language Arts.
ED 106 866//
- Training the Difficult Retardate.
ED 107 033
- The Use of Interactive Computer Simulations
for Sensitizing Mathematics Methods Students
to Questioning Behaviors.
ED 107 503//
- The Winter Park Amputee Ski Teaching
System.
ED 107 053
- Teaching Models**
- Career Education Project: Resource and In-
structional Manual for the Implementation of a
Model Career Guidance Curriculum Unit.
ED 106 650
- Case Studies of a Teaching Model: Teaching
Through Games.
ED 107 504//
- Creative Writing...A New Curriculum.
ED 106 855
- The Meaning of Competency for an English
Major on a Competency-Based Curriculum in a
Liberal Arts College as Perceived by Practi-
tioners.
ED 106 870
- Special Education Administration Training Pro-
ject Program Description.
ED 106 523

Teaching Procedures

- Class Size and Teacher Load.

Teaching Skills

- The Acquisition of Nonverbal Behaviors by
Preservice Science Teachers and Their Appli-
cation During Student Teaching.
ED 107 457//
- A Cluster of Technical Teaching Skills--
Acquisition through Microsimulation and
Evaluation through Microteaching.
ED 107 645

Teaching Techniques

- The Effects of Pacing and Mode of Adjunct
Questions on Short and Long Term Retention
of Writin Materials.
ED 107 731
- Flowcharting. A Beginning Mathematics Unit.
ED 107 492//
- Interactive Language Development Teaching:
The Clinical Presentation of Grammatical
Structure.
ED 106 850//
- Using Media to Stimulate Inquiry. Instructor's
Guide and Participant's Manual. Teaching
Procedures for the New Social Studies.
ED 107 547
- Writing Poetry: Children Can Do It!
ED 106 877

Teaching Teen Reading Series

- The Assessment of Print Materials: Individual-
ized Inservice Packet Number I. Teaching
Teen Reading Series.
ED 106 753
- The Assessment of Student Groups: Individual-
ized Inservice Packet Number II. Teaching
Teen Reading Series.
ED 106 754
- Individualization in the Content Areas: In-
dividualized Inservice Packet Number VIII.
Teaching Teen Reading Series.
ED 106 760
- Interpretive Comprehension in the Content
Areas: Individualized Inservice Packet Number
IV. Teaching Teen Reading Series.
ED 106 756
- Literal Comprehension in the Content Areas:
Individualized Inservice Packet Number III.
Teaching Teen Reading Series.
ED 106 755
- The Sequence of the Reading Lesson: In-
dividualized Inservice Packet Number VII.
Teaching Teen Reading Series.
ED 106 759
- The Uses of Reading and Study Skills: In-
dividualized Inservice Packet Number IX.
Teaching Teen Reading Series.
ED 106 761
- Vocabulary Development in the Content Areas
through Word Recognition Skills: Individual-
ized Inservice Packet Number V. Teaching
Teen Reading Series.
ED 106 757
- Vocabulary Development in the Content Areas
through Word Meaning: Individualized In-
service Packet Number VI. Teaching Teen Rea-
ding Series.
ED 106 758

Team Administration

- Administrative Team Approach--Development
and Implementation.
ED 106 947

Team Training

- An Assessment of U.S. Navy Tactical Team
Training. Final Report.
ED 107 303

Technical Assistance

- Rural Development: Information and Technical
Assistance Delivered by the Department of
Agriculture in Fiscal Year 1971. A Report to
the Congress.
ED 107 433
- Rural Development: Part 1. Information and
Technical Assistance Delivered by the Depart-
ment of Agriculture in Fiscal Year 1972. Third
Annual Report to the Congress.
ED 107 434
- Rural Development: Part 1. Information and
Technical Assistance Delivered by the Depart-
ment of Agriculture in Fiscal Year 1973.
Fourth Annual Report to the Congress.
ED 107 435

Technical Education

- Buffering Action of Advisory Committees in
Tech Programs.

- ED 107 317
Development of Career Opportunities for Technicians in the Nuclear Medicine Field. Final Report.
- ED 107 498
Incentive Motivation Techniques Evaluation in Air Force Technical Training. Final Report for Period June 1971-April 1974.
- ED 106 467
- Technical Institutes**
Follow-up and Evaluation of Graduates [and] Employer Evaluations of Graduates in Minnesota Collegiate-Technical Education.
ED 107 325
North Carolina Community College System Biennial Report, 1972-1974.
ED 107 337
The North Central Association: Its Change Agent Role on Administrative Practices, Policies and Procedures in Wisconsin Technical Institutes.
ED 107 323//
- Technological Advancement**
Present State of Technological Innovation in Higher Education of Japan.
ED 107 270
- Telecommunication**
ATS-F and Man: A Course of Study: An Experiment in Satellite Application to Statewide Instructional Methodology.
ED 107 256
IC [Interior Communications] Electrician 3 and 2: Rate Training Manual. Revised.
ED 106 514
Library Information Network Experiment with ATS-F Satellite Telecommunications.
ED 107 255
NAEB Directory of Public Telecommunications, 1975.
ED 107 227//
- Telephone Communication Systems**
Televote; A New Civic Communication System.
ED 107 300
- Television**
Career Education Program: Geneva Area City Schools. [Grade 5 Units: Communications Through Conservation, Getting to Know Your Newspaper, and Television].
ED 106 599
Exploring Careers in Radio and Television Program Production.
ED 106 583
How to Protect Your Rights in Television and Radio.
ED 107 225//
- Television Research**
Audience Response to Speech Analysis Following Televised Political Messages.
ED 106 890
A Cross-Cultural Comparison of Viewer Agreement with Opinionated Television Characters.
ED 106 884
- Television Viewing**
The Columbus Video Access Center: A Research Analysis of Public Reaction.
ED 107 217
Television Watching and Family Tension.
ED 107 249
- Televote**
Televote; A New Civic Communication System.
ED 107 300
- Tenure**
Career Age and Research-Professional Activities of Academic Scientists.
ED 107 166
The Case For and Against Tenure.
ED 106 944
- Test Anxiety Scale**
Reactive and Reciprocal Inhibition Therapies in the Group Treatment of Test Anxiety.
ED 106 703
- Test Bias**
Tests and Employment Discrimination.
ED 107 733
- Test Construction**
An Empirical Test of the Content Homogeneity Assumption Involved in Rasch Item Calibration.
ED 107 675
- Evaluating Maintenance Performance: The Development and Tryout of Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report for Period January 1969-May 1974.
ED 107 698
Phonological Contexts: Determinants and Correlates in Clinical Assessment.
ED 107 076
- Testing**
Approaches to the Testing of Communicative Competence.
ED 107 108
An Attitudinal Study of Computer-Assisted Testing as a Learning Method.
ED 107 721
Models for a Beginning Theory of Criterion-Referenced Tests.
ED 107 702
Resource Guide: Specific Learning Disabilities: A Guide for Teachers and Administrators, State of Mississippi.
ED 107 038
Testing Language Proficiency.
ED 107 161
- Testing Problems**
Item and Total Score Characteristics and Correlates of the JIM Scale.
ED 107 705
Reactive and Reciprocal Inhibition Therapies in the Group Treatment of Test Anxiety.
ED 106 703
- Test Interpretation**
The Ohio Vocational Interest Inventory: A Factor Analysis.
ED 107 711
- Test Reliability**
Criterion-Referenced Testing and Measurement: A Review of Technical Issues and Developments.
ED 107 722
Reliability of Children's Sorting Strategies Using Alternate Forms of the Sort Test. Research Report No. 68.
ED 107 706
The Use of the Adjective Check List to Describe the Adult Basic Education Student.
ED 106 541
- Test Results**
Connecticut Career Guidance Assessment, 1974.
ED 106 450
Large-Scale Standardized Testing Programs--New Vistas in User Oriented Reporting.
ED 107 724
- Test Reviews**
Tests for Adult Basic Education Teachers. "28 Suggestions for Classroom Teachers".
ED 107 715
- Tests**
The Development of New Measures of Curiosity for Children. Report No. 56.
ED 107 704
An Empirical Test of the Content Homogeneity Assumption Involved in Rasch Item Calibration.
ED 107 675
Item and Total Score Characteristics and Correlates of the JIM Scale.
ED 107 705
Measurement of Social Incompetency in Adolescents. Final Report.
ED 107 694
The Ohio Vocational Interest Inventory: A Factor Analysis.
ED 107 711
Reliability of Children's Sorting Strategies Using Alternate Forms of the Sort Test. Research Report No. 68.
ED 107 706
Selected Bibliography of Educational Materials in Pakistan, Vol. 8, No. 1, 1974. Period Covered January-March 1974.
ED 107 593
- Test Selection**
Tests for Adult Basic Education Teachers. "28 Suggestions for Classroom Teachers".
ED 107 715
- Tests of Significance**
The Use of Reliability Coefficient to Increase Accuracy of the Calculation of n in Power Formulas.
ED 107 674
- Test Validity**
Convergent and Discriminant Validation of Three Classroom Observation Systems: A Proposed Model.
ED 107 723
Criterion-Referenced Testing and Measurement: A Review of Technical Issues and Developments.
ED 107 722
Item and Total Score Characteristics and Correlates of the JIM Scale.
ED 107 705
Psychosocial Maturity: A Preliminary Examination of Validation Techniques. Report No. 157.
ED 107 712
- Texas**
Thrust for Relevance: Report of the Statewide Study on Adult and Continuing Education.
ED 106 500
University of Texas Special Education Instructional Materials Center. Final Technical Report.
ED 107 084
- Textbook Bias**
Bias Against Women in American Educational History--A Propaganda Analysis.
ED 106 856
Reviewing Curriculum for Sexism.
ED 106 880
- Textbook Content**
Some Surface Linguistic Classes with Conceptual Relevance.
ED 106 859
- Textbook Evaluation**
Evaluating Materials About Africa for Children.
ED 107 262
- Textbooks**
A Grammar of Spoken Brazilian Portuguese.
ED 107 137//
Intermediate Amharic Cultural Reader. Final Report.
ED 107 102
Meek Et. Al. v. Pittenger, Secretary of Education, Et. Al. Supreme Court of the United States. Appeal from the United States District Court for the Eastern District of Pennsylvania, No. 73-1765. Argued February 19, 1975--Decided May 19, 1975.
ED 106 935
Russian: An Active Introduction.
ED 107 097
"The American Heritage Word Frequency Book" and Its Relation to the Communication Skills Lexicon. Technical Note No. 2-72-38.
ED 106 770
- Theater Arts**
Theatre on a Shoestring.
ED 106 882//
- Thematic Apperception Test**
Language and Adjustment Scale for the Thematic Apperception Test for Youths 12-17 Years. Data Evaluation and Methods Research, Series 2, No. 62.
ED 107 023
- Theoretical Criticism**
A Response to the Perceptive Eisner.
ED 107 556
- Theories**
Animal and Human Communication.
ED 106 883
Benefit-Cost Analysis: A Select Bibliography. Exchange Bibliography No. 267.
ED 106 959
Developmental Stage Theory and Drug Abuse Education.
ED 106 719
Drugs and Attitude Change. Nonmedical Drug Use: Attitudes and Attitude Change. National Institute on Drug Abuse Research Issues 3.
ED 106 714
I Don't Understand What You Mean by Comprehension.
ED 107 063
The Importance of Individual Differences.
ED 106 721
Rural Renaissance--A Perspective and a Process.
ED 107 390

- Thermodynamics**
Direct Conversion of Energy. ED 107 521
- Thought Processes**
A Conceptual Theory of Rhetoric. ED 106 878//
Field Test of the Operationalization of Fuzzy Concepts with Small Children. ED 107 596
- Time**
Relative Validity of Two Item Formats for Obtaining Length of Service Data from Job Inventories. Interim Report, July '71-August '73. ED 107 703
Summative Evaluation of the Time with the Clock Unit of the Money, Measurement and Time Program. Research Report No. 73. ED 107 007
- Time Series Data**
Analysis of Complex Intervention Effects in Time-Series Experiments. ED 107 216
- Tourism**
Bicycling and Hostels. ED 107 631
- Trade and Industrial Education**
Individualized Instruction in Occupational Education (The Sanford Project). ED 106 651
- Trails**
Bicycling and Hostels. ED 107 631
- Trainees**
Job Readiness Posture Scales: A New Tool to Aid in Transition from Enrollee to Worker Status. ED 107 700
- Training**
A Cognitive Self-Instructional Modeling Approach Vs. The Carkhuff Model For Training Empathy. ED 106 726
Personal Causation Training and Goal Setting in Seventh Grade. ED 106 725
- Training Analysis and Evaluation Group**
An Assessment of U.S. Navy Tactical Team Training. Final Report. ED 107 303
- Training Objectives**
The Recruitment, Channeling, and Placement of Chicano Teachers. ED 107 430
- Training Techniques**
An Assessment of U.S. Navy Tactical Team Training. Final Report. ED 107 303
The Development of the Undergraduate Paraprofessional: Selection, Training and Supervision. ED 106 736
Effects of Training in Interpersonal Skills: Research Summary, National Consortium for Humanizing Education Interim Report No. 4. ED 106 733
Interpersonal Skills Training for Teachers. National Consortium for Humanizing Education, Interim Report No. 2 (Introductory Materials). ED 106 731
Maintaining Reliability in a Longitudinal Study. National Consortium for Humanizing Education, Interim Report No. 1. ED 106 730
Para-Professional Training in Adult Education at Gila River Indian Community. ED 107 396
- Transfer of Training**
The Structure of Experience Acquired While Learning to Solve a Class of Problems. ED 107 508//
The Teaching and Transfer of Seriation Strategies Using Non-Visual Variables with First Grade Children. ED 107 489
- Transfer Policy**
Policies of Senior Colleges and Universities Concerning Transfer Students From Two-Year Colleges in North Carolina, 1974. ED 107 174
- Toward Solving Transfer Problems in Southern Universities and Colleges.** ED 107 195
- The Uniform Migrant Student Record Transfer System. A Position Paper.** ED 107 440
- Transfer Programs**
How To Cope with the Transient Child. ED 106 916
- Transfers**
Policies of Senior Colleges and Universities Concerning Transfer Students From Two-Year Colleges in North Carolina, 1974. ED 107 174
Toward Solving Transfer Problems in Southern Universities and Colleges. ED 107 195
- Transformation Generative Grammar**
On the Node Label "ADV." ED 106 862
- Transformation Theory (Language)**
The Acquisition of Aux. Papers and Reports on Child Language Development, No. 8. ED 107 117
Word Formation: The Anarchy of the Art. ED 107 107
- Transient Children**
How To Cope with the Transient Child. ED 106 916
- Transpersonal Psychology**
Transpersonal Psychology in Education. ED 107 626
- Travel**
Exploring Careers in International Travel, Trade and Communications. ED 106 586
- Trend Analysis**
Analysis of Complex Intervention Effects in Time-Series Experiments. ED 107 216
Bibliography on Geographic Thought, Philosophy, and Methodology, 1950-1974. Geography Curriculum Project Occasional Paper No. 3, Revised. ED 107 561
College Enrollments and Projections in North Carolina, 1975-80. ED 107 196
Future Utilization of the Continuing Education Unit in Conferences, Institutes, Short Courses, Workshops, Seminars, and Special Training Programs Within the Southern Association of Colleges and Schools. ED 106 539
Survey Data for Trend Analysis. An Index to Repeated Questions in U. S. National Surveys Held by the Roper Public Opinion Research Center. ED 107 542
Trends and Issues in Early Childhood Education. ED 107 355
- Tribal Government**
Indian Tribes as Governments. An Analysis of Governing Institutions of Selected Indian Tribes: Report on a Research Project Conducted by a Team of Indian Lawyers and Law Students--June through August, 1974. ED 107 422
- Tribes**
Indian Tribes as Governments. An Analysis of Governing Institutions of Selected Indian Tribes: Report on a Research Project Conducted by a Team of Indian Lawyers and Law Students--June through August, 1974. ED 107 422
- Tuition**
Federal Student Loan Programs. Policy Analysis Service Reports. Vol. 1, No. 1. ED 107 189
- Tutorial Programs**
The Organization and Development of a Tutorial Reading Program for Junior High Students. ED 106 763
- Twentieth Century Literature**
The Existential Dimensions of Afro-American Literature. ED 106 876
- Uncommonly Taught Languages**
Independent Study of Critical Languages in Undergraduate Colleges. ED 107 096
Needed Materials for Instruction in Languages of Southeast Asia. ED 107 129
Reconsideration of Language Priorities: Africa. ED 107 130
Self-Instructional Language Programs. A Handbook for Faculty and Students. Occasional Publication No. 20. ED 107 098
- Underemployed**
History of Books/Jobs Project: Akron Public Library, July 1, 1968 through June 30, 1972. ED 107 279
- Undergraduate Students**
Sports Club Development--The '70's Community Involvement. ED 107 661
- Undergraduate Study**
A Competency Based Special Education Undergraduate Internship at Western Carolina Center for the Mentally Retarded. ED 107 046
The Development of the Undergraduate Paraprofessional: Selection, Training and Supervision. ED 106 736
Minority Trainees on Speech Satellite Teams: A Manual of Organization and Instruction. ED 107 022
- Unemployed**
History of Books/Jobs Project: Akron Public Library, July 1, 1968 through June 30, 1972. ED 107 279
- Unemployment**
Disabled Veterans of the Vietnam Era: Employment Problems and Programs. Technical Report No. 75-1. ED 106 526
- UNESCO**
Report of the Conference on Engineering Information in Developing Countries, April 22 through 26, 1974, Cairo, Egypt. ED 107 248
- Uniform Migrant Student Record Transfer System**
The Uniform Migrant Student Record Transfer System. A Position Paper. ED 107 440
- Union for Experimenting Colleges and Universities**
Alternative Education and Corrections: Some New Dimensions. ED 107 603
- United States**
Ethnicity and Early Education. Catalog No. 128. ED 107 368
New Patterns of Teacher Education and Tasks; Country Experience. United States. ED 107 651
A Survey of Intramural-Recreational Facilities at Four-Year Colleges and Universities in the United States. ED 107 657
- United States History**
The Black Church in America. ED 107 576
Federal Indian Policies ...from the Colonial Period through the Early 1970's. ED 107 420
Manumission Societies and African Free Schools. ED 107 557
Reflections of American Prejudice at Antebellum West Point (1802-1861). ED 107 558
Songs of '76: A Folksinger's History of the Revolution. ED 107 573//
- Unit Plan**
Career Development Guides: Career Awareness Through Afro-American Literature. ED 106 629
Career Development Guides: Child Development. ED 106 633

282 Subject Index

- Career Development Guides: Guidance Career Unit.**
ED 106 630
- Career Development Guides: Situational English.**
ED 106 631
- Career Development Guides: Sociology of Occupations.**
ED 106 632
- Units of Study (Subject Fields)**
Career Investigation: Middle Schools. Bulletin No. 735.
ED 106 558
- Resource Unit for Levels Nine and Ten Using the Occupational Clusters in Career Exploration. Lincoln County Exemplary Program in Vocational Education.**
ED 106 572
- Universities**
La Reforme de l'enseignement superieur (Higher Education Reform).
ED 107 094
- Meeting of Experts on the Role of University Faculties/Colleges of Education in Population Education (Bangkok, January 7-12, 1974). Final Report.**
ED 107 474
- University Administration**
A Popular History of the Origins of the Regents of the University of the State of New York.
ED 107 585
- University Libraries**
The Columbia University Management Program.
ED 107 283
- Current and Retrospective Sources of Machine Readable Monograph Cataloging Records; A Study of Their Potential Cost and Utility in Automated System Development at the University of Minnesota.**
ED 107 280
- A Directory of College and University Libraries in New York State. 1973, Eighth Edition.**
ED 107 209
- Learning Materials and Services at the University of North Carolina at Charlotte.**
ED 107 260
- NASIC at MIT. Final Report, 1 March 1974 through 28 February 1975. Report ESL-FR-587.**
ED 107 226
- University of Iowa**
The Iowa-UPSTEP Model for Science Teacher Education.
ED 107 511
- Science Foundations: A Science Program for the Non-Science Student. Technical Report No. 4.**
ED 107 509
- University of Minnesota Technical College**
Follow-up and Evaluation of Graduates [and] Employer Evaluations of Graduates in Minnesota Collegiate-Technical Education.
ED 107 325
- University of Pittsburgh**
University External Studies Program. The Support System.
ED 107 168
- University of San Francisco**
The Role of Research at the University of San Francisco: A Report to the President.
ED 107 182
- Unskilled Workers**
The Bunkhouse Man. A Study of Work and Pay in the Camps of Canada 1903-1914.
ED 106 528//
- Unwed Mothers**
Coping with Teen-Age Parents.
ED 106 919
- Uplike (John)**
John Uplike and Norman Mailer: Sport Inferences.
ED 107 665
- Urban Areas**
Bridging the Gap: The Twin Cities Native American Community.
ED 107 412
- Urban Culture**
Urban Information Needs: A Replication. A Report of the Syracuse/Elmira Study.
ED 107 285
- Urban Education**
Curriculum Designed for Urban Education--Cognitive Style Mapping of Students.
ED 107 743
- In Spite of the System: The Individual and Educational Reform.**
ED 107 739//
- Urban Environment**
A Guidebook to Guidebooks. An Urban Environmental Education Resource Book.
ED 107 469//
- Housing in the Urban Environment.**
ED 107 466
- Introductory Unit to the Urban Environment.**
ED 107 467//
- Learning to Get Around. An Urban Environment Mapping Unit.**
ED 107 468
- Urban Schools**
Adoption of Innovation in Urban Schools. Final Report.
ED 107 748
- Profile Characteristics of Entering Students: 1974-75.**
ED 107 341
- The School in the Urban Comprehensive Plan: A Partial Bibliography. Exchange Bibliography No. 264.**
ED 106 958
- Some Effects of Inter-Group Contact Among Black, White, and Latin Milwaukee Students.**
ED 107 740
- Urban Studies**
Education for Student Concerns: Affective Education Research Project.
ED 106 791
- Urban Teaching**
Inner-City Schools and the Beginning Teacher: A Dialogue.
ED 107 738
- Urban Youth**
Social Structures, Ideologies, and Culture Codes in Occupational Development of Puerto Rican Youths. Volume 1 of Final Report, Anthropological Study of Disability From Educational Problems of Puerto Rican Youths.
ED 107 742
- Urban Appalachian School Children: The Least Understood of all. Working Paper No. 6.**
ED 107 737
- User Profiles**
Optimum Degree of User Participation in SDI Profile Generation.
ED 107 290//
- Use Studies**
Assessing Impact of Institutional Studies.
ED 107 202
- ERIC Newsletters: Their Content, Uses and Users.**
ED 107 234//
- An Evaluation of the El Centro de la Causa Library and Information Center: August 1973 through July 1974. Final Report.**
ED 107 291
- New Hyde Park Public Library: A Study.**
ED 107 266
- Optimum Degree of User Participation in SDI Profile Generation.**
ED 107 290//
- A Planning Study for the Conversion of Recorded Books and Magazines from Rigid Discs to Cassettes and Flexible Discs. Final Report.**
ED 107 292
- SDI Investigation, 1967-1969. Volumes 1-5.**
ED 107 264//
- Utilities**
Atomic Power Safety.
ED 107 518
- Fluoridation Bibliography: Referendums, Public Participation in Decision-Making, and Methodologies for Attitude Perception Studies. Exchange Bibliography No. 268.**
ED 106 960
- Nuclear Power Plants. Revised.**
ED 107 522
- Validity**
Competency/Performance-Based Certification; The Latest Scientific Management Effluvium? Or the Answer for Which We Have Waited?
ED 107 597
- Relative Validity of Two Item Formats for Obtaining Length of Service Data from Job Inventories. Interim Report, July '71-August '73.**
ED 107 703
- Values**
Cross-Cultural Inquiry: Value Clarification Exercises. A Center for Latin American Studies Curriculum Report.
ED 107 536
- Institute on Human Values in Medicine. Proceedings of the First Session, April 12-14, 1971.**
ED 107 537
- Institute on Human Values in Medicine. Proceedings of the Second Session, April 26-28, 1972.**
ED 107 538
- Institute on Human Values in Medicine. Third Proceedings, Southwest Regional Institute, October 17-19, 1973.**
ED 107 539
- Institute on Human Values in Medicine. Reports of the Institute Fellows. 1973-74.**
ED 107 540
- Institute on Human Values in Medicine. Human Values Teaching Programs for Health Professionals.**
ED 107 541
- Learning Process in Aging and Adult Education.**
ED 106 734
- Valuing Families. Activity Guide.**
ED 107 551
- Valuing Youth. Leader's Notebook.**
ED 107 550
- Vandalism**
School Violence and Vandalism.
ED 106 987
- Verbal Communication**
Approaches to the Testing of Communicative Competence.
ED 107 108
- An Investigation of the Cognitive and Affective Verbal Behavior of Selected Groups of Physical Science Teachers.**
ED 107 456//
- The Language of Inquiry and the Language of Authority.**
ED 106 869
- Techniques in Language Control.**
ED 107 141//
- Verbal Learning**
The Severe Nature of Verbal Learning Deficits in Preschool Down's Syndrome (Mongoloid) Children. Research Report No. 69.
ED 107 003
- Verbs**
Learning the Structure of Causative Verbs: A Study in the Relationship of Cognitive, Semantic and Syntactic Development. Papers and Reports on Child Language Development, No. 8.
ED 107 118
- New Mexican Spanish Verb Forms.**
ED 107 105
- A Study of Korean Causatives. Working Papers in Linguistics, Vol. 6, No. 4.**
ED 107 123
- Veterans**
Disabled Veterans of the Vietnam Era: Employment Problems and Programs. Technical Report No. 75-1.
ED 106 526
- Interpersonal Adjustment and Family Life Among Vietnam Veterans. A General Bibliography.**
ED 106 682
- Video Articulator**
Acceptance of the Video Articulator.
ED 107 035
- Video Equipment**
The Video Primer: Equipment, Production and Concepts.
ED 107 310//

Video Tape Recordings

The Effects of Video Recording Experience Upon the Communication Behavior Skill of Empathy and Dogmatism in Sophomore Community College Nursing Students.

ED 107 257

Sesame and You, Two--A Teacher's Helper: A Revised Guide to Accompany a Videotape Package of Twenty Sesame Street Mini Shows.

ED 107 015

The Video Primer: Equipment, Production and Concepts.

ED 107 310//

The Videotape As a Teaching Aid in State and Local Government.

ED 107 589

Vietnam Veterans

Interpersonal Adjustment and Family Life Among Vietnam Veterans. A General Bibliography.

ED 106 682

Violence

School Violence and Vandalism.

ED 106 987

Virginia

The Perceived Role of Institutions of Higher Education in Serving the Aging.

ED 107 180

Visual Aids

Computer Graphics for Learning Mathematics (NSF College Teacher Workshop, Carleton College, Northfield, Minnesota, 1974).

ED 107 494//

Visual Arts

Visual Arts Facilities (Grades 6-13).

ED 106 903

Visual Learning

Report of the Conference on Visual Information Processing Research and Technology (Columbia, Maryland, June 10-21, 1974).

ED 106 752

Visually Handicapped

Computer-Assisted Instruction for the Blind and Deaf.

ED 107 039

Educational Evaluation of the Optacon (Optical-to-Tactile Converter) as a Reading Aid to Blind Elementary and Secondary Students. Final Report.

ED 107 294

Impact 8 of the Title VI Programs in the State of Oregon: September 1, 1973-August 1974.

ED 107 072

Visual Stimuli

Acceptance of the Video Articulator.

ED 107 035

Vocabulary

Measurement of Weight Unit: A Formative Evaluation. Research Report No. 77.

ED 107 010

Summative Evaluation of the Measurement of Length Unit of the Money, Measurement and Time Program. Research Report No. 71.

ED 107 005

Summative Evaluation of the Money Unit of the Money, Measurement and Time Program. Research Report No. 70.

ED 107 004

Techniques in Language Control.

ED 107 141//

Vocabulary Development

"This Man's Father Is My Father's Son": A Study of the Acquisition of English Kin Terms. Papers and Reports on Child Language Development, No. 5.

ED 107 114//

Vocabulary Development in the Content Areas through Word Recognition Skills: Individualized Inservice Packet Number V. Teaching Teen Reading Series.

ED 106 757

Vocabulary Development in the Content Areas through Word Meaning: Individualized Inservice Packet Number VI. Teaching Teen Reading Series.

ED 106 758

Vocational Adjustment

Job Readiness Posture Scales: A New Tool to Aid in Transition from Enrollee to Worker Status.

ED 107 700

Vocational Opinion Index.

ED 107 697//

Vocational Aptitude

Vocational Assessment Systems: Application in Programs Serving Special Needs Populations.

ED 106 654

Vocational Assessment Systems

Vocational Assessment Systems: Application in Programs Serving Special Needs Populations.

ED 106 654

Vocational Counseling

Analysis of Pronouncements, Theories, and Research on Career Counseling.

ED 106 740

Career Education Project: Resource and Instructional Manual for the Implementation of a Model Career Guidance Curriculum Unit.

ED 106 650

Guidance, Counseling, Placement, and Follow Through Systems: Information Sources.

ED 106 522

Measured Aptitudes vs Self-Rating in Identifying Occupations.

ED 107 335

Vocational Development

Analysis of Pronouncements, Theories, and Research on Career Counseling.

ED 106 740

Career Development Guides: Elementary: Primary-K-3, Intermediate-4-5.

ED 106 627

Career Exploration Curriculum Guide: 9-10.

ED 106 551

Career Motivation Curriculum Guide: K-6.

ED 106 549

Career Orientation Curriculum Guide: 7-8.

ED 106 550

The Choice Is Yours: A Women's Studies Curriculum for Non-College-Bound High School Girls.

ED 107 571

Developing Career Education; 7-12 Instructional Units.

ED 106 621

Developing Career Education; Grades 3-6 Instructional Units.

ED 106 620

Developing Career Education; K-2 Instructional Units.

ED 106 619

Developing Criterion Measures for Career Path Modules.

ED 107 696

Developmental Career Education: Primary Years.

ED 106 624

Educational Advising and Vocational Choice. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 18R.

ED 106 746

Vocational Assessment Systems: Application in Programs Serving Special Needs Populations.

ED 106 654

World of Work: K-6 Curriculum.

ED 106 555

Vocational Education

An Analysis of the Functional Relationships Between the Administrative Staff of a Public Community College and Its Vocational-Technical Lay Advisory Committees: A Case Study.

ED 107 320//

Course Resource Lists.

ED 106 456

Curriculum, Demonstration and Installation Studies: Information Sources. Bibliography Series No. 25.

ED 106 518

Curriculum Guidelines.

ED 106 455

Development and Implementation of Secondary Special Education Programs.

ED 107 042

Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources. Bibliography Series No. 24.

ED 106 521

Florida State Advisory Council on Vocational and Technical Education: Annual Evaluation Report: Fiscal Year 1974.

ED 106 538

Individualized Instruction in Occupational Education (The Sanford Project).

ED 106 651

Job Readiness Posture Scales: A New Tool to Aid in Transition from Enrollee to Worker Status.

ED 107 700

Local Administration of Vocational Education: Information Sources. Bibliography Series No. 22.

ED 106 520

Mountain-Plains Curriculum.

ED 106 454

Mountain-Plains Master Course List. Curriculum Areas: Job Titles: Learning Activity Packages: Courses: Units.

ED 106 453

Occupational Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 11.

ED 106 664

Post Secondary Programs for the Deaf: I. Introduction and Overview. Research Report No. 60.

ED 106 998

Post Secondary Programs for the Deaf: II. External View. Research Report No. 61.

ED 106 999

Post Secondary Programs for the Deaf: III. Internal Views. Research Report No. 67.

ED 107 002

Post Secondary Programs for the Deaf: IV. Empirical Data Analysis. Research Report No. 75.

ED 107 009

State Administration of Vocational Education: Information Sources. Bibliography Series No. 21.

ED 106 519

Summary of Mountain County Labor Market and Its Implications for Vocational Programs at Columbia Junior College. Part I of Labor Market Planning for Vocational Education Programs of Columbia Junior College.

ED 107 339

Tennessee Advisory Council for Vocational Education. 1974 Annual Report.

ED 106 493

West Virginia Guidebook: Job Placement Services: What's Your Need?

ED 106 536

Vocational Education Teachers

Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources. Bibliography Series No. 24.

ED 106 521

The University as the Administrative Unit for Arranging Inservice Work Experiences of Occupational Education Teachers. Final Report.

ED 106 457

Vocational Followup

Model For Implementation of School Follow-Up System.

ED 106 478

Vocational Interests

Independent Career Education. Grades 9-10.

ED 106 671

The Ohio Vocational Interest Inventory: A Factor Analysis.

ED 107 711

Vocational Opinion Index

Job Readiness Posture Scales: A New Tool to Aid in Transition from Enrollee to Worker Status.

ED 107 700

Vocational Retraining

The Application of DACUM in Retraining and Post-Secondary Curriculum Development. Second Edition.

ED 106 479

Voice Disorders

Clinical Management of Voice Disorders.

ED 107 089//

Volunteers

ARC: Alaska's Resources Challenge. An Attack on Poverty through Knowledge: A Proposal to Demonstrate the Effectiveness of Community Information Aides.

284 Subject Index

- A Separate Reality: The Problem of Uncooperative Experiments.** ED 107 295
- Volunteer Training**
Volunteers in Rehabilitation. Volumes 1-12. ED 106 668//
- Washington**
Financing of Intercollegiate Athletics: Recommendations. ED 107 172
The Quality of Special Education Teacher Training Programs: A Report to the Legislature in Response to Senate Resolution 1974-178. ED 107 014
- Washington University**
A Comparison of Participant Performance and Attitudes in Two Teacher Preparation Patterns. ED 107 630
- Waste Disposal**
A Guide to Running a Recycling Project, Second Edition. ED 107 479
Radioactive Wastes. Revised. ED 107 524
- Wastes**
Radioactive Wastes. Revised. ED 107 524
- Water Pollution Control**
Water Pollution, Environmental Science Curriculum Guide Supplement. ED 107 496//
Wisconsin's Lake Superior Basin Water Quality Study. Technical Report No. 1. ED 107 476//
Wisconsin's Lake Superior Basin Water Quality Study. Supplement. Technical Report No. 2. ED 107 477//
- Water Resources**
Fluoridation Bibliography: Referendums, Public Participation in Decision-Making, and Methodologies for Attitude Perception Studies. Exchange Bibliography No. 268. ED 106 960
Wisconsin's Lake Superior Basin Water Quality Study. Technical Report No. 1. ED 107 476//
- Weight**
Measurement of Weight Unit: A Formative Evaluation. Research Report No. 77. ED 107 010
Summative Evaluation of the Measurement of Weight Unit of the Money, Measurement and Time Program. Research Report No. 72. ED 107 006
- Welfare Recipients**
A Guide to the Operation of a Basic and Clerical Skills Program for AFCD [Aid to Families With Dependent Children] Trainees. ED 106 474//
- Whole Numbers**
The Ability of Sixth Grade Students to Associate Mathematical Terms With Related Algorithms. ED 107 500//
- Wisconsin**
The North Central Association: Its Change Agent Role on Administrative Practices, Policies and Procedures in Wisconsin Technical Institutes. ED 107 323//
- Wisconsin System for Instructional Management**
Some CMI Design Considerations to Meet the Requirements of Individually Guided Education. ED 107 219
The Structure and Management of Individualized Instruction. ED 107 220
- Womens Athletics**
Attitudes Toward Physical Activity of Champion Women Basketball Players. ED 107 636
- Womens Education**
Mathematics and Sex. ED 107 535
- Womens Studies**
The Choice Is Yours: A Women's Studies Curriculum for Non-College-Bound High School Girls. ED 107 571
Some Sources of Bibliographies Pertaining to Women's Studies. ED 106 707
A Survey of Research Concerns on Women's Issues. ED 107 753
- Word Attack Skills**
Words-From Print to Meaning: Classroom Activities for Building Sight Vocabulary, for Using Context Clues, Morphology, and Phonics. ED 106 762//
- Word Frequency**
"The American Heritage Word Frequency Book" and Its Relation to the Communication Skills Lexicon. Technical Note No. 2-72-38. ED 106 770
- Word Recognition**
Elements of the Word Recognition Process: A Two Part Study. ED 106 793
Initial Field Test and Feasibility Study of the Hypothesis/Test Word Recognition Procedures in the Special Education Classroom. Research Report No. 74. ED 107 008
Vocabulary Development in the Content Areas through Word Recognition Skills: Individualized Inservice Packet Number V. Teaching Teen Reading Series. ED 106 757
- Work Association Test**
A Methodology to Assess the Content and Structure of Affective and Descriptive Meanings Associated with the Work Environment. Research and Development Series No. 98. ED 106 657
- Work Attitudes**
Individual Reactions to Work: The Compensatory and Spillover Models Re-Examined. Technical Report No. 32. ED 106 496
Job Specialization, Work Values and Worker Dissatisfaction. Technical Report No. 29. ED 106 495
Vocational Opinion Index. ED 107 697//
Youth 1974: Finance-Related Attitudes. Report on the Institute's Third Biennial Survey of Americans Ages 14 through 25. ED 107 559
- Work Environment**
A Methodology to Assess the Content and Structure of Affective and Descriptive Meanings Associated with the Work Environment. Research and Development Series No. 98. ED 106 657
- Work Experience Abroad**
FFA International Programs. ED 106 445
- Work Experience Programs**
EBCE: A Design for Career Education: Curriculum Report from the Curriculum Service Center. ED 106 525
A Self-Help Program for One Parent Households. Final Report. ED 106 473
The University as the Administrative Unit for Arranging Inservice Work Experiences of Occupational Education Teachers. Final Report. ED 106 457
- Working Women**
The Choice Is Yours: A Women's Studies Curriculum for Non-College-Bound High School Girls. ED 107 571
Structural Change in the Occupational Composition of the Female Labor Force. ED 106 543
- Workshops**
1973 Assessment Workshops: Final Report. ED 107 710
- Explorations in Self-Help and Mutual Aid. Proceedings of the Self-Help Exploratory Workshop Held June 9-12, 1974, Chicago, Illinois under the auspices of the W. Clement & Jessie V. Stone Foundation.** ED 106 709
- Mainstreaming: Teacher Training Workshops on Individualized Instruction.** ED 107 091//
- Training the Difficult Retardate.** ED 107 033
- Workshop In Community Leadership: Guidelines.** ED 106 696
- World Affairs**
International Learning and International Education in a Global Age. Bulletin 47. ED 107 566
- World Geography**
The Underdevelopment and Modernization of the Third World. Commission on College Geography. Resource Paper No. 28. ED 107 546//
- World of Work**
Forest Services: World of Work Project: Fifth Grade: Science. ED 106 606
My Parent's Work from A to Z: World of Work Project: Social Studies: Kindergarten. ED 106 604
The Orthodontist, Our Friend: World of Work Project: Fifth Grade: Health. ED 106 605
World of Work: Elementary School Career Education: Available Units. ED 106 603
- World Problems**
Language and International Studies: The Rhetoric of Friction. ED 107 568
Meeting of Experts on the Role of University Faculties/Colleges of Education in Population Education (Bangkok, January 7-12, 1974). Final Report. ED 107 474
- Wrestling**
Wrestling: Physical Education Secondary Schools. ED 107 609
- Writing**
Exploring Careers in Writing for the Market. ED 106 590
- Writing Skills**
1971-72 Tryout of the Level 2 Composition Skills Exercises. ED 106 860
Creative Writing...A New Curriculum. ED 106 855
Do You Ever Feel As If You're Talking to a Brick Wall? ED 106 875
- Wyoming**
Profile of a Rural Area Work Force: The Wyoming Uranium Industry. ED 107 410
- Yearbooks**
Mathematics Learning in Early Childhood. ED 107 534
- Year Round Schools**
Optional Year-Round Plan in Prince William County, Virginia. ED 106 943
A Review of the Quadrimester Program with Cost Estimates for a Proposed Quadrimester Program for the Lafayette Parish, Louisiana, Schools. ED 106 900
Year-Round Education Activities in the United States. Third Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States. ED 106 912
Year-round Education: A Workable Approach. ED 106 932
- Young Adults**
Model For Implementation of School Follow-Up System. ED 106 478

Young Farmer Education
FFA International Programs.

ED 106 445

Official FFA Manual for the National Organization for Students of Vocational Agriculture.

ED 106 447//

Participation in Selected FFA Activities: 1973-74.

ED 106 444

For Tomorrow's Agriculture: Proceedings of the National Convention of the Future Farmers of America (46th, Kansas City, Missouri, October 16-19, 1973).

ED 106 446

Youth

Characteristics of American Youth: 1974. Current Population Reports, Special Studies, Series

P-23, No. 51.

ED 107 567

Youth 1974: Finance-Related Attitudes. Report on the Institute's Third Biennial Survey of Americans Ages 14 through 25.

ED 107 559

Youth Agencies

Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Adolescence. Second Annual Report.

ED 107 351

Youth Clubs

Official FFA Manual for the National Organization for Students of Vocational Agriculture.

ED 106 447//

Participation in Selected FFA Activities: 1973-74.

ED 106 444

Youth Employment

Model for School Pre-Employment Activities.

ED 106 476

Youth Programs

For Tomorrow's Agriculture: Proceedings of the National Convention of the Future Farmers of America (46th, Kansas City, Missouri, October 16-19, 1973).

ED 106 446

Youth Values Project

Valuing Families. Activity Guide.

ED 107 551

Valuing Youth. Leader's Notebook.

ED 107 550

Author Index

287

This index lists documents under the name(s) of their author(s). The index is arranged in alphabetical order by the person's last name.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the document can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Norberg, Kenneth D.

Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number _____ ED 013 371

Abeson, Alan

A Primer on Due Process: Education Decisions for Handicapped Children.

ED 107 090//

Adams, Constance Coburn

Adoption of the Metric System by Consumers: A Program for New York State Cooperative Extension.

ED 107 533

Adams, Stuart N.

Evaluative Research in Corrections; A Practical Guide.

ED 106 698

Adreani, Arnold J.

Improving Child Management Practices of Parents and Teachers. Maxi I Practicum. Final Report.

ED 106 729

Agin, Michael Lawrence

The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 1 of 2 Parts).

ED 107 525

The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 2 of 2 Parts).

ED 107 526

Ahlgren, Andrew

The Drug Attitude Film: Development of a Measurement Technique for Assessing Attitudes Towards Adolescent Drug Users. A Preliminary Report Draft.

ED 106 741

Aiello, Barbara

Mainstreaming: Teacher Training Workshops on Individualized Instruction.

ED 107 091//

Aikman, Louis

A Final Evaluation Report for the Five Years of Operation (1969-1974) [of the Bilingual Education Program in Greenville, New Hampshire].

ED 107 124

Ainsworth, Stanley

Stuttering: What It Is and What to Do About It.

ED 107 088//

Aksamit, Mary Ann

Elementary Career Education Activities: K-3.

ED 106 544

Albertson, Roxanne M.

Sports and Games in New England Schools and Academies 1780-1860.

ED 107 598

Alfred, Richard L.

Profile Characteristics of Entering Students: 1974-75.

ED 107 341

Allen, Rodney F.

Community Leaders' Training in Environmental Studies: A Cooperative Community Project Funded under Title I of the Higher Education Act of 1965. Ways to Environmental Education, Final Report: 1974-1975.

ED 107 583

Allen, Rodney F., Ed.

Ways to Environmental Education, Volume 4.

ED 107 579

Allen, Thomas R., Jr.

West Virginia Guidebook: Job Placement Services: What's Your Need?

ED 106 536

Altschuld, James W.

Creating an Advertising Campaign: An Evaluation Report for the Occupational Exploration Programs.

ED 106 507

The Health and Welfare Module: An Evaluation Report for the Occupational Exploration Program.

ED 106 509

Insurance: An Evaluation Report for the Occupational Exploration Program.

ED 106 508

Manufacturing Production: An Evaluation Report for the Occupational Exploration Program.

ED 106 506

Occupational Exploration Program: Evaluation Report Notebook--An Overview.

ED 106 502

Planning Construction Projects: An Evaluation Report for the Occupational Exploration Program.

ED 106 504

Planning Educational Programs: An Evaluation Report for the Occupational Exploration Program.

ED 106 503

Product Services Module: An Evaluation Report for the Occupational Exploration Program.

ED 106 505

Alvir, Howard P.

Developing Criterion Measures for Career Path Modules.

ED 107 696

An Information Systems' Approach to Higher Education and Post-Secondary Degrees.

ED 107 642

Thirteen Alternative Learning Environments That Can Be Used to Evaluate the Impact of Teacher Inservice Workshops on Documented Learner Benefits.

ED 107 648

Writing Performance/Behavioral Objectives After Teaching with Them.

ED 107 641

Amdur, Lillian B., Ed.

Wrestling: Physical Education Secondary Schools.

ED 107 609

Ames, Carole

Internal vs. External Determinants of Children's Perceptions of the Causes for Their Behavior.

ED 106 724

Ames, Russell

Internal vs. External Determinants of Children's Perceptions of the Causes for Their Behavior.

ED 106 724

Amoss, Pamela

A Preliminary Report on the Anthropology Department Student Ratings Survey.

ED 107 699

Anderson, Clifton

.....Speak No Freewill (Piaget vs. Skinner). Developmental Program Report No. 38.

ED 107 345

Anderson, John D.

South Douglas County Early Childhood Education Project. Third Year Evaluation Report.

ED 106 804

Anderson, Nancy

The Orthodontist, Our Friend: World of Work Project: Fifth Grade: Health.

ED 106 605

Anderson, W. R., Ed.

Decisions for Living: A Guide for Personal Planning.

ED 106 618

Andersson, Theodore

Biliteracy, or the Bilingual Child's Right to Read.

ED 107 128

Angrist, Shirley S.

Experimental Evaluation of Family Curriculum Materials for High School Students.

- ED 107 578
- Appel, Jeanette D.**
Career Development Guides: Situational English. ED 106 631
- Armstrong, Jenny R., Ed.**
A Sourcebook for the Evaluation of Instructional Materials and Media. ED 107 050
- Arons, Arnold**
Two New Graphic Computer Dialogs for Teachers. ED 107 200
- Ary, Donald**
The Use of Reliability Coefficient to Increase Accuracy of the Calculation of n in Power Formulas. ED 107 674
- Ashburn, Arnold G.**
A Large School District's Research Training Needs. ED 107 608
- Aspy, D. N.**
Effects of Training in Interpersonal Skills: Research Summary. National Consortium for Humanizing Education Interim Report No. 4. ED 106 733
Interpersonal Skills Training for Teachers. National Consortium for Humanizing Education, Interim Report No. 2 (Introductory Materials). ED 106 731
Polynomial Representation of Teacher Behavior. ED 106 718
Response Surface Analysis. National Consortium for Humanizing Education, Interim Report No. 3. ED 106 732
- Atkin, J. Myron**
New Patterns of Teacher Education and Tasks; Country Experience. United States. ED 107 651
- Aubry, William E.**
Life Style Assessment: So What! ED 106 694
- Axinn, George H.**
Rural Renaissance--A Perspective and a Process. ED 107 390
- Ayers, Boyd**
Methodology and Techniques on How to Conduct a Drug Survey in A School or School District. Florida Educational Research and Development Council Research Bulletin, Fall, 1974. ED 106 706
- Baker, E. Jo.**
Middle-Level Workers: Characteristics, Training and Utilization of Mental Health Associates. Community Mental Health Monograph Series No. 8. ED 106 647//
- Baker, Justine C.**
The Computer in the School. Fastback No. 58. ED 107 222
- Baldwin, Roland A.**
Student-to-Student Counseling. Preliminary Report. ED 106 673
- Banta, Trudy W.**
Evaluation of the Knox County Extended School Year Program 1974-75. ED 106 949
- Barak, Robert J.**
A Survey of State-Level Academic Program Review Policies and Procedures for Higher Education. Final Report. ED 107 163
- Barbe, Richard H.**
Dynamic Systems and Static Goals: An Educational Dilemma. ED 106 897
- Barnette, J. Jackson**
The Design of a Future-Oriented Sensing System for the Identification, Production, and Dissemination of National Educational Information Needs. ED 107 240
- Barr, Charles W.**
The School in the Urban Comprehensive Plan: A Partial Bibliography. Exchange Bibliography No. 264. ED 106 958
- Barr, Richard H.**
Expenditures and Revenues for Public Elementary and Secondary Education, 1972-73. ED 106 911
- Barr, Robert D.**
The Growth of Alternative Public Schools: The 1975 ICOPE Report. ED 106 898
- Bartholomew, Robert**
Indoor and Outdoor Space for Mentally and Physically Handicapped Children. Exchange Bibliography No. 503. ED 106 905
Indoor-Outdoor Space; the Transitional Areas and Their Effect on Human Behavior. Exchange Bibliography No. 517. ED 106 907
- Bartz, Walter H.**
Approaches to the Testing of Communicative Competence. ED 107 108
- Barwick, Allen J.**
College Enrollments and Projections in North Carolina, 1975-80. ED 107 196
- Baxter, Jan**
Development and Implementation of Secondary Special Education Programs. ED 107 042
- Baxter, Marion McComb**
Prediction of Error and Error Type in Computation of Sixth Grade Mathematics Students. ED 107 506//
- Bayer, Alan E.**
Career Age and Research-Professional Activities of Academic Scientists. ED 107 166
- Beal, Jack L.**
A Comparison of Participant Performance and Attitudes in Two Teacher Preparation Patterns. ED 107 630
- Beard, Eugene**
ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume I. Evaluation Report. ED 107 691
ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume II. Evaluation Report. ED 107 692
- Beard, Robert**
Word Formation: The Anarchy of the Art. ED 107 107
- Becker, Carolyn**
Career Development Guides: Child Development. ED 106 633
- Becker, Gary**
Elementary Career Education Activities: Grades 4, 5, 6. ED 106 545
- Bedwell, Lance E.**
The Effects of Two Differing Questioning Strategies on the Achievement and Attitudes of Elementary Pupils. ED 107 491
- Behnke, Dorothy Wyrill**
The Meaning of Competency for an English Major on a Competency-Based Curriculum in a Liberal Arts College as Perceived by Practitioners. ED 106 870
- Bell, Alan**
Development of Syllabic Nasals: The Case of the Bantu Noun Class Prefixes "Mu-, "Mi-, "Ma-." Working Papers on Language Universals, No. 2. ED 107 110
- Bell, Marie**
Trends and Issues in Early Childhood Education. ED 107 355
- Bell, T. H.**
Learning to Work -- Or Working to Learn? ED 106 689
Making Outreach Work. ED 107 377
A New Commitment to Instructional Technology. ED 107 299
- Belt, Sidney L.**
Some CMI Design Considerations to Meet the Requirements of Individually Guided Education. ED 107 219
- Benenfeld, Alan R.**
NASIC at MIT. Final Report. 1 March 1974 through 28 February 1975. Report ESL-FR-587. ED 107 226
- Benson, Stephen D.**
Job Readiness Posture Scales: A New Tool to Aid in Transition from Enrollee to Worker Status. ED 107 700
Vocational Opinion Index. ED 107 697//
- Berdan, Robert**
Development of a Dialect Differentiation Measure for Black English: A Pilot Study. ED 106 861
- Berg, Frederick S.**
Acceptance of the Video Articulator. ED 107 035
- Berkowitz, Gisha, Ed.**
Housing in the Urban Environment. ED 107 466
Introductory Unit to the Urban Environment. ED 107 467//
- Berquist, William, H.**
Growth and Education: A Strategic Report to the Rockefeller Brothers Fund on the Implications of Growth Policy for Postsecondary Education. ED 107 165
- Berzonsky, Michael D.**
Development of Selective Attention in Reflective and Impulsive Children. ED 106 723
- Bessemmer, David W.**
Comprehension Considerations in SWRL Reading Instruction. Technical Note No. 2-72-35. ED 106 771
- Bewley, William L.**
Cognitive Psychology: A Computer-Oriented Laboratory Manual. Student Manual and Instructor Manual. ED 106 691//
- Bills, Robert E.**
A System for Assessing Affectivity. ED 106 710//
- Birr, Jack**
The Infant Development Center. ED 107 017
- Black, E. Eugene**
Guidelines for the Training of Special Education Teachers: The Report of a Special Study Institute. ED 107 043
- Black, Lee Roy**
Alternative Education and Corrections: Some New Dimensions. ED 107 603
- Black, Robert S.**
Guidelines for the Implementation of Programs for Pupils Who Are Orthopedically Handicapped. ED 107 045
- Blacklock, Dottie**
Older and Handicapped Children Are Adoptable: The Spaulding Approach. ED 107 074

- Blaess, Donna A.**
The Motivational Component of Stated Expectancies in Children at Two Developmental Levels.
ED 106 739
- Blair, Richard Scott**
An Analysis of the Functional Relationships Between the Administrative Staff of a Public Community College and Its Vocational-Technical Lay Advisory Committees: A Case Study.
ED 107 320//
- Blechman, Mark**
Clinical Management of Voice Disorders.
ED 107 089//
- Blurock, William E.**
Goals and Options. Spaces for Career Preparation: Document 1.
ED 106 938
- Boesch, John**
Exploring Your Sense of Smell. Science Study Aid No. 10.
ED 107 513
- Bogomolov, Anatoly I.**
Comparability of Engineering Courses and Degrees: A Methodological Study.
ED 107 515
- Boldt, Robert F.**
An Approximately Reproducing Scoring Scheme that Aligns Random Response and Omission. Memorandum Report for Period July 1970-July 1971.
ED 107 707
- Bolton, Charles K.**
A Selected Bibliography on Planned Change and Community Planning Practice: Making Things Happen. Exchange Bibliography No. 224.
ED 106 953
- Borden, Karl J.**
Adult High School Diploma Programs: An Emerging Alternative.
ED 106 463
- Borich, Gary D.**
Convergent and Discriminant Validation of Three Classroom Observation Systems: A Proposed Model.
ED 107 723
- Bork, Alfred**
Current Status of the Physics Computer Development Project.
ED 107 201
Two New Graphic Computer Dialogs for Teachers.
ED 107 200
- Borman, Leonard D., Ed.**
Explorations in Self-Help and Mutual Aid. Proceedings of the Self-Help Exploratory Workshop Held June 9-12, 1974, Chicago, Illinois under the auspices of the W. Clement & Jessie V. Stone Foundation.
ED 106 709
- Bortner, Rayman W., Ed.**
Adults as Learners: Proceedings of a Conference.
ED 106 462
- Borton, Terry**
Education for Student Concerns: Affective Education Research Project.
ED 106 791
- Bostick, Herman F., Ed.**
ACTFL Workshop Proceedings: Black Literature of French Expression.
ED 107 103
- Bowen, J. Donald**
New Mexican Spanish Verb Forms.
ED 107 105
- Bower, Cathleen**
Analysis of Complex Intervention Effects in Time-Series Experiments.
ED 107 216
- Bowerman, Melissa**
Learning the Structure of Causative Verbs: A Study in the Relationship of Cognitive, Semantic and Syntactic Development. Papers and Reports on Child Language Development, No. 8.
ED 107 118
- Bowman, James, Ed.**
The Recruitment, Channeling, and Placement of Chicano Teachers.
ED 107 430
- Boyce, James A., III**
Experimenter Effect in a Study of Racial Identification by Urban Kindergarten Children.
ED 107 376
- Boyd, Virllyn A.**
Aspirations, Expectations, and Attitudes of South Carolina High School Students.
ED 107 406
Changes in Educational Aspirations from Sophomore to Senior Year of a State-Wide Sample of South Carolina High School Students.
ED 107 405
Historical Changes in Educational Aspirations of South Carolina High School Students, 1967-1973.
ED 107 407
- Boyd-Bowman, Peter**
Independent Study of Critical Languages in Undergraduate Colleges.
ED 107 096
Self-Instructional Language Programs. A Handbook for Faculty and Students. Occasional Publication No. 20.
ED 107 098
- Bradley, Robert H.**
Early Home Environment and Changes in Mental Test Performance in Children from 6 to 36 Months.
ED 107 728
- Bradwin, Edmund W.**
The Bunkhouse Man. A Study of Work and Pay in the Camps of Canada 1903-1914.
ED 106 528//
- Brand, Oscar**
Songs of '76: A Folksinger's History of the Revolution.
ED 107 573//
- Brannan, A. Clark**
The Hearing Impaired Mentally/Retarded: A Survey of State Institutions for the Retarded. Monograph No. 4.
ED 106 994
- Brantley, William Thomas**
A Comparison of the Audio-Tutorial Method with the Lecture-Demonstration Method for Producing Student Achievement in College Level Physical Science Survey Classes Covering Physics and Astronomy.
ED 107 322//
- Brecke, Fritz H.**
Algorithms: A New Tool for Educational Technology.
ED 107 241
- Brickell, Henry M.**
Taxonomy and Profiles of Career Education. Volumes 1-4.
ED 106 516
- Brilliant, Nancy, Ed.**
Teaching English to Speakers of Other Languages: A Selected Bibliography.
ED 106 480
- Brink, Steve**
Interdisciplinary Programs.
ED 106 788
- Briskin, Alan S.**
Developmental Stage Theory and Drug Abuse Education.
ED 106 719
- Brock, Stephen C.**
Impacts on an Educationist/Administrator.
ED 107 679
- Broderick, William A.**
Instructional Development for the Florida PLATO Project: Process and Evaluation.
ED 107 242
- Bronson, Martha B.**
Executive Competence in Preschool Children.
ED 107 378
- Brooke, W. Michael**
Canadian Adult Basic Education: An Overview. Occasional Paper No. 4.
ED 107 741
- Brooks, Benjamin L.**
A Competency Based Special Education Undergraduate Internship at Western Carolina Center for the Mentally Retarded.
ED 107 046
- Brotherton, Sophia, Ed.**
Decision Making: An Imperative for Language Learning: Highlights of the Annual Language Arts Conference of Memphis State University (7th, Memphis, June 12-14, 1974).
ED 106 854
- Brown, Alison**
Impacts on an Intellectual Historian.
ED 107 678
- Brown, Charles T.**
Affective Learning.
ED 107 354
- Brown, Dwight**
Developmental Aspects of Pupil Performance on Bidialectal Tests. Research and Development Memorandum No. 137.
ED 106 867
- Brown, John Seely**
SOPHIE: A Sophisticated Instructional Environment. Final Report for Period January 1974 through June 1974.
ED 107 298
- Brown, Ruth E.**
Community Action Programs: An Annotated Bibliography. Exchange Bibliography No. 277.
ED 106 961
- Brown, Thomas A.**
An Experiment in Probabilistic Forecasting.
ED 107 709
- Bryant, J. A., Jr.**
The Dangers of Fragmentation.
ED 106 868
- Buckley, Grace M.**
The Federal Civil Rights Enforcement Effort--1974. Volume II: To Provide ... For Fair Housing.
ED 107 755
- Bulum, Nissan**
A Semantic-Relational-Concepts Based Theory of Language Acquisition as Applied to Down's Syndrome Children: Implication for a Language Enhancement Program. Research Report No. 62.
ED 107 000
- Bullard, John R.**
Audiovisual Fundamentals; Basic Equipment Operation and Simple Materials Production.
ED 107 250//
- Bullough, Vern L.**
Is Biology Destiny? A Defense? of Freud.
ED 106 675
- Burg, Nan C.**
Fiscal Management and Planning for Local Governments: A Selected Bibliography of Recent Materials. Exchange Bibliography No. 357.
ED 106 968
Local Government--Form and Reform: A Selected Bibliography. Exchange Bibliography No. 640.
ED 106 909
- Burke, Ed.**
Psychological and Physical Implications of Highly Competitive Sports for Children.
ED 107 612
- Burkhart, Catherine**
Creative Writing...A New Curriculum.
ED 106 855
- Burmeister, Lou E.**
Words-From Print to Meaning: Classroom Activities for Building Sight Vocabulary, for Using Context Clues, Morphology, and Phonics.
ED 106 762//
- Burnett, Jacquetta H., Ed.**
Computer Assisted Processing of Ethnographic Data. Volume 2 Part 1 of Final Report: Anthropological Study of Disability from Educational Problems of Puerto Rican Youths.
ED 107 741

- Burnett, Jacquetta Hill**
Social Structures, Ideologies, and Culture Codes in Occupational Development of Puerto Rican Youths. Volume 1 of Final Report, Anthropological Study of Disability From Educational Problems of Puerto Rican Youths. ED 107 742
- Burton, Billy J.**
Resource Unit--Level Six. Lincoln County Exemplary Program in Vocational Education. ED 106 570
Resource Unit--Level Three. Lincoln County Exemplary Program in Vocational Education. ED 106 567
- Butler, Patricia A.**
Preliminary Considerations in the Development of K-3 Spelling Instruction. SWRL Technical Note. ED 106 872
- Buto, Kathleen A.**
A Better Chance to Learn: Bilingual-Bicultural Education. Clearinghouse Publication No. 51. ED 107 417
- Butts, June Dobbs**
Inextricable Aspects of Sex and Race. ED 107 751
- Buzan, Jean Mary**
Teaching English as an Additional Language to Older People: A Case Study. ED 106 535
- Byrd, Donald R. H.**
Prolegomena to the Language Syllabus. ED 107 121
- Cain, Glen G.**
Labor Market Analysis of Engineers and Technical Workers. ED 106 469//
- Cain, Nancy Ellen, Comp.**
Financing Education Programs for Handicapped Children: Regional Conference Highlights. Report No. 50. ED 107 059
- Caldwell, Bettye M.**
Early Home Environment and Changes in Mental Test Performance in Children from 6 to 36 Months. ED 107 728
- Caldwell, Erin Kent**
A Competency Based Special Education Undergraduate Internship at Western Carolina Center for the Mentally Retarded. ED 107 046
- Campbell, Vincent**
Televote; A New Civic Communication System. ED 107 300
- Canter, David**
People and Buildings--a Brief Overview of Research. Exchange Bibliography No. 301. ED 106 965
- Carlile, Collin**
The Lummi Indian Demonstration Project. ED 107 392
- Carlson, Norman A.**
Corrections--Past and Present. ED 106 464
- Carpenter, James B.**
Relative Validity of Two Item Formats for Obtaining Length of Service Data from Job Inventories. Interim Report, July '71-August '73. ED 107 703
- Carswell, Ronald J. B.**
Using Media to Stimulate Inquiry. Instructor's Guide and Participant's Manual. Teaching Procedures for the New Social Studies. ED 107 547
- Carter, Robert**
Mid-Atlantic Region Special Education Instructional Materials Center. Final Technical Report. ED 107 080
- Cartwright, Glenn F.**
An Attitudinal Study of Computer-Assisted Testing as a Learning Method. ED 107 721
- Cason, Robert M.**
Using Media to Stimulate Inquiry. Instructor's Guide and Participant's Manual. Teaching Procedures for the New Social Studies. ED 107 547
- Casteel, J. Doyle**
A Cluster of Technical Teaching Skills--Acquisition through Microsimulation and Evaluation through Microteaching. ED 107 645
Cross-Cultural Inquiry: Value Clarification Exercises. A Center for Latin American Studies Curriculum Report. ED 107 536
- Caster, P. Roland**
Navajo Education Resource Center, Many Farms, Arizona. Final Technical Report, 1973-1974. ED 107 087
- Chacon, Gloria, Ed.**
The Recruitment, Channeling, and Placement of Chicano Teachers. ED 107 430
- Champoux, Joseph E.**
Individual Reactions to Work: The Compensatory and Spillover Models Re-Examined. Technical Report No. 32. ED 106 496
Work and Nonwork: A Review of Theory and Empirical Research. Technical Report No. 31. ED 106 497
- Chang, Theresa S.**
The Relationship Between Children's Self-Concepts, Teacher's Rating, and Academic Achievement. ED 106 699
- Chapin, Paul G.**
Review of Thomas G. Bever, "A Survey of Some Recent Work in Psycholinguistics." Linguistic Notes from La Jolla, No. 3. ED 107 126
- Chronister, Jay L.**
Nonresident Student Enrollment in State Institutions of Higher Education: An Overview. ED 107 183
- Church, Martha, Ed.**
A Basic Geographical Library: A Selected and Annotated Book List for American Colleges. Publication No. 2. ED 107 591
- Clack, R. James**
The Development of the Undergraduate Paraprofessional: Selection, Training and Supervision. ED 106 736
- Clague, P.**
SDI Investigation, 1967-1969. Volumes 1-5. ED 107 264//
- Clark, Eve V.**
"This Man's Father Is My Father's Son": A Study of the Acquisition of English Kin Terms. Papers and Reports on Child Language Development, No. 5. ED 107 114//
- Clark, Frances Vaughan**
Transpersonal Psychology in Education. ED 107 626
- Clarke, Gerard R.**
Contemporary Puerto Rican, Cuban-in-Exile, and Mexican-American Literature in a Pluralistic Society. ED 107 150
- Clarke, Johnnie Ruth**
Commitment to the Nontraditional Student. Topical Paper No. 51. ED 107 327
- Cleland, Wallace B., Ed.**
New Tactics for Building: Experience/Analysis/Recommendations from the Detroit Public Schools Construction Systems Program. ED 106 939
- Coats, William D.**
Accountability in Education--The Kalamazoo Plan. ED 106 946
- Coelho, Robert J.**
Administrative Team Approach--Development and Implementation. ED 106 947
- Coffey, Scott**
Career Orientation: Grade 8. ED 106 547
- Cohen, Anna Foner**
Diversity of Approaches to Problems by Students Enrolled in a Non-Calculus College Physics Course. ED 107 454//
- Cohen, Elaine**
Self-Pacing in Reading and Writing Programs: What Does the Future Hold? ED 106 773
- Coker, Pamela L.**
Design of the Kindergarten Program Entry Survey. ED 106 863
- Cole, Ellerbe P.**
Federal Civil Rights Enforcement Effort--1974. Volume IV. To Provide Fiscal Assistance. ED 107 756
- Collins, Tom R.**
The Importance of Assessment Instrument Development. ED 107 729
- Collis, K. F.**
A Study of Concrete and Formal Operations in School Mathematics: A Piagetian Viewpoint. ED 107 499//
- Conrad, Rowan W.**
Basic Internal Accountability Design for Career Guidance: An Affective Evaluation Report: Career Guidance Report No. 1. ED 106 451
- Conti, Gary J.**
Individualized Instruction: An Eclectic Method. ED 106 443
- Cook, Don**
Proposed Learning Objectives for Environmental Education. ED 107 527
- Cook, Royer F.**
An Assessment of Drug Education-Prevention Programs in the U. S. Army. Army Research Institute Technical Paper 261. ED 106 708
- Cooke, Stan S.**
Auditory Vocal Analysis and Synthesis Skills of Learning Disabled Children. ED 107 075
- Cooper, Ted L.**
Less Equals More: Coaching/Prompting CAI as a Tool Technology. ED 107 243
- Cope, Jo Ann**
Reading Difficult Writing Is a Problem Solving Process. ED 106 751
- Corbin, Charles B.**
Attitudes Toward Physical Activity of Champion Women Basketball Players. ED 107 636
- Corliss, William R.**
Direct Conversion of Energy. ED 107 521
- Cosby, Arthur G.**
Racial Models of the Consistency of Occupational Status Projections: Submodeling Using the Heise Path-Panel Method. Preliminary Draft. ED 107 734
- Cottrell, Milford C., Ed.**
World of Work: Elementary School Career Education: Available Units. ED 106 603
- Cottrell, Raymond S.**
Mid-Atlantic Region Special Education Instructional Materials Center. Final Technical Report. ED 107 080

- Counelis, James Steve**
The Grade of Incomplete: A Brief Review and Comment.
ED 107 184
- Court, David**
Dilemmas of Development: The Village Polytechnic Movement as a Shadow System of Education in Kenya. Discussion Paper No. 136.
ED 106 449
- Cowley, W. H.**
Notes on the Life of John Monteith, 1788-1868.
ED 107 169
- Creamer, John J.**
Design for Competence Based Education in Special Education.
ED 107 049//
- Creely, Daniel**
Sudden Infant Death Syndrome (SIDS): The Quiet Killer.
ED 107 497
- Cresce, Arthur**
Persons of Spanish Origin in the United States: March 1974. Population Characteristics, Current Population Reports. Series P-20, No. 280.
ED 107 397
- Crespin, Emil**
Struggle for Independence: Mexico's Rebellion Against Spain. Social Studies. A Teacher's Guide for Grades 1-9.
ED 107 580
- Crim, Roger D.**
A Review of the Quadrimester Program with Cost Estimates for a Proposed Quadrimester Program for the Lafayette Parish, Louisiana, Schools.
ED 106 900
- Culbertson, Don S.**
Planning for Library Automation in the United States.
ED 107 230
- Cummings, Kenneth**
Career Education: The Need and an Approach Toward Implementation.
ED 106 652
- Cunningham, Michael R.**
Television Watching and Family Tension.
ED 107 249
- Currie, William B.**
European Syllabuses in English as a Foreign Language.
ED 107 152
- Dabbs, James M.**
Beauty and Dating Choice--Objective and Subjective Reality.
ED 106 697
- D'Angelo, Frank J.**
A Conceptual Theory of Rhetoric.
ED 106 878//
- Daniels, Arlene Kaplan**
A Survey of Research Concerns on Women's Issues.
ED 107 753
- Darcy, C. Michael**
A CBTE Curriculum Model and Directions for Its Assembly.
ED 107 605
- Dauer, Victor P.**
Dynamic Physical Education for Elementary School Children.
ED 107 667//
- Davison, David Malcolm**
A Component for a Methods Course for Preservice Secondary School Mathematics Teachers Involving Computers and Other Laboratory Activities.
ED 107 507//
- Davison, Susan E., Ed.**
Media: An Annotated Catalogue of Law-Related Audio-Visual Materials. Working Notes No. 8.
ED 107 553
- Deal, Richard E.**
Connecticut Career Guidance Assessment, 1974.
ED 106 450
- Deay, Ardeth M.**
Community Reaction to Educational Change. Social Sciences, Education, Number 3.
ED 107 545
- deCharms, Richard**
Personal Causation Training and Goal Setting in Seventh Grade.
ED 106 725
- Deep, Samuel D.**
University External Studies Program. The Support System.
ED 107 168
- deJung, John E.**
Measurement of Social Incompetency in Adolescents. Final Report.
ED 107 694
- De La Cruz, Nina**
Russian: An Active Introduction.
ED 107 097
- De Landsheere, Gilbert**
Le test de closure: mesure de la lisibilité et de la compréhension (Cloze Test: Measure of Readability and Comprehension).
ED 107 104//
- Deloria, Dennis**
The National Home Start Evaluation. Interim Report 4: Summative Evaluation Results.
ED 107 380
- DePaoli, John A., Jr.**
A Comparison of Working Conditions Between Community College Instructors in Collective Bargaining Contract Colleges and Traditional Colleges.
ED 107 319//
- Derevensky, Jeffrey L.**
An Attitudinal Study of Computer-Assisted Testing as a Learning Method.
ED 107 721
- DeSimone, Samuel**
Year-round Education: A Workable Approach.
ED 106 932
- de Souza, Anthony R.**
The Underdevelopment and Modernization of the Third World. Commission on College Geography. Resource Paper No. 28.
ED 107 546//
- Detlefsen, Bruce B.**
A Popular History of the Origins of the Regents of the University of the State of New York.
ED 107 585
- Devaney, Kathleen**
Exploring Teachers' Centers.
ED 107 601
- Dick, Walter**
The Design of a Ph.D. Program in Instructional Systems.
ED 107 253
- Dickas, Albert B., Ed.**
Wisconsin's Lake Superior Basin Water Quality Study. Technical Report No. 1.
ED 107 476//
- Dietrich, Kathryn**
Residence Differences in Characteristics of Black, Lower-Class Families. Departmental Information Report No. 74-10.
ED 107 750
- Dinsmore, John C.**
Women as Cadets: An Analysis of the Issue.
ED 107 194
- Dippo, Jeanette, Ed.**
Steps Toward Healthy Growth. Health Education Curriculum Guide; Grades 7-9.
ED 107 663
- Dippo, Jeanette, Ed.**
Steps Towards Healthy Growth. Health Education Curriculum Guide; Grades 4-6.
ED 107 664
- Dippo, Jeanette, Ed.**
Steps towards Healthy Growth. Health Education Curriculum Guide; Grades K-3.
ED 107 669
- Dirr, Peter J.**
Drug and Health Mediagraphy II: Mental Health.
ED 106 993
- Dirr, Peter J.**
Drug and Health Mediagraphy: Personal Health.
ED 106 992
- Disinger, John Franklin**
Student Development, Teacher Characteristics and Class Characteristics in Junior High School Science.
ED 107 460//
- DiStefano, Philip**
Elements of the Word Recognition Process: A Two Part Study.
ED 106 793
- DiVesta, F. J.**
Satisfaction With Teaching Questionnaire.
ED 107 688//
- Dobbert, Daniel**
A Field Centered Competency Based Education Model.
ED 106 940
- Dobbert, Daniel**
Special Education Administration Training Project Program Description.
ED 106 523
- Dobbs, Thomas L.**
Profile of a Rural Area Work Force: The Wyoming Uranium Industry.
ED 107 410
- Doggett, Maran**
Accountability in Student Evaluation.
ED 107 701
- Doll, Russell C.**
Inner-City Schools and the Beginning Teacher: A Dialogue.
ED 107 738
- Donahue, Barbara**
The Mentally Retarded Enjoy Libraries Too.
ED 107 293
- Dropkin, Ruth, Ed.**
Recollections of a One-Room Schoolhouse (An Interview with Marian Brooks).
ED 107 431
- Drury, Robert L.**
Behavioral Outcomes for Predelinquents Receiving Behavioral, Generic, or No Counseling.
ED 106 676
- Dumicich, John**
Prolegomena to the Language Syllabus.
ED 107 121
- Dunkelberger, J. E.**
Educational Goals of Northeast Alabama High School Seniors: An Historical Comparison.
ED 107 386
- Dunkelberger, J. E.**
Marital and Procreative Projections of Northeast Alabama Youth: A Historical Comparison, 1966-1972.
ED 107 388
- Dunkelberger, J. E.**
Residential Projections of Northeast Alabama Youth: A Historical Comparison.
ED 107 387
- Dutton, Jeffrey E.**
Career Age and Research-Professional Activities of Academic Scientists.
ED 107 166
- Dyck, Norma J.**
University of Kansas Special Education Instructional Materials Center. Final Technical Report.
ED 107 083
- Dykstra, Ralph R.**
Drug and Health Mediagraphy II: Mental Health.
ED 106 993
- Dykstra, Ralph R.**
Drug and Health Mediagraphy: Personal Health.
ED 106 992
- Ebeling, David George**
The Ability of Sixth Grade Students to Associate Mathematical Terms With Related Algorithms.
ED 107 500//

- Eberhart, Nancy A.**
The Assessment of Print Materials: Individualized Inservice Packet Number I. Teaching Teen Reading Series. ED 106 753
The Assessment of Student Groups: Individualized Inservice Packet Number II. Teaching Teen Reading Series. ED 106 754
Individualization in the Content Areas: Individualized Inservice Packet Number VIII. Teaching Teen Reading Series. ED 106 760
Interpretive Comprehension in the Content Areas: Individualized Inservice Packet Number IV. Teaching Teen Reading Series. ED 106 756
Literal Comprehension in the Content Areas: Individualized Inservice Packet Number III. Teaching Teen Reading Series. ED 106 755
The Sequence of the Reading Lesson: Individualized Inservice Packet Number VII. Teaching Teen Reading Series. ED 106 759
The Uses of Reading and Study Skills: Individualized Inservice Packet Number IX. Teaching Teen Reading Series. ED 106 761
Vocabulary Development in the Content Areas through Word Recognition Skills: Individualized Inservice Packet Number V. Teaching Teen Reading Series. ED 106 757
Vocabulary Development in the Content Areas through Word Meaning: Individualized Inservice Packet Number VI. Teaching Teen Reading Series. ED 106 758
- Edelman, Murray**
The Language of Inquiry and the Language of Authority. ED 106 869
- Edmonson, Barbara**
Measurement of Social Incompetency in Adolescents. Final Report. ED 107 694
- Egan, Dennis Edmund**
The Structure of Experience Acquired While Learning to Solve a Class of Problems. ED 107 508//
- Ehler, Charles N.**
Integrative Forecasting: Literature Survey. Exchange Bibliography No. 252. ED 106 955
- Ehresmann, Donald L.**
Fine Arts: A Bibliographic Guide to Basic Reference Works, Histories, and Handbooks. ED 107 306//
- Einbecker, Polly Godwin**
Performance Objectives in Community Junior Colleges: A Study of Their Effect Upon Teaching and Learning at Pensacola Junior College and Their Use in Selected States. ED 107 314
- Elliott, Muriel C.**
Teacher Outcomes Studies: The Development of Methods for Obtaining Teacher Estimates of Minimal and Desired Student Performance. ED 107 726
- Ellis, Dorothy Ann**
Student Media Center Manual. ED 107 221
- Ellis, Norman E.**
Planning and Programming for Handicapped Young Children; Dtscript 4. ED 107 021
- Encarnacion, Leticia**
An Evaluation of the El Centro de la Causa Library and Information Center: August 1973 through July 1974. Final Report. ED 107 291
- England, Robert G.**
Course Resource Lists. ED 106 456
Design for Field Testing of Mountain-Plains Curriculum. ED 106 452
- English, Fenwick W.**
Needs Assessment: A Focus for Curriculum Development. ED 107 619
- Erickson, Michael E.**
Department of Directed Studies, La Junta, Colorado. (Otero Junior College's Reading/Study Skills Laboratory--A Supporting Service). ED 106 803
- Ernest, John**
Mathematics and Sex. ED 107 535
- Essex, Duane W.**
A Methodology to Assess the Content and Structure of Affective and Descriptive Meanings Associated with the Work Environment. Research and Development Series No. 98. ED 106 657
- Eubanks, James L.**
On the Determinants of Student Performance in a Verified Instructional Program. ED 106 662
- Evans, Elliott**
The Existential Dimensions of Afro-American Literature. ED 106 876
- Evans, L.**
Optimum Degree of User Participation in SDI Profile Generation. ED 107 290//
- Evans, Mel**
The Effects of High Intensity Exercise on Overall Leg Strength of Non-Sickel-Cell-Trait and Sickel-Cell-Trait Individuals. ED 107 638
- Ewing, Gordon O.**
Working Bibliography on Scaling Methods Appropriate for Analysis of Space Preferences. Exchange Bibliography No. 514. ED 106 906
- Fagerberg, Seigfred**
Methodology and Techniques on How to Conduct a Drug Survey in A School or School District. Florida Educational Research and Development Council Research Bulletin, Fall, 1974. ED 106 706
- Farber, Irvin J.**
The Evaluation Supervisor as Internal Auditor. ED 107 727
- Farrell, Thomas James**
Opening the Door: An Analysis of Some Effects of Different Approaches to Educating Academically High-Risk Students at Forest Park Community College, 1971-72. ED 107 324//
- Fast, R. G.**
Continuing Education and North American Society. Occasional Paper No. 1. ED 106 484
- Fazio, Paul P.**
A Bibliography and Review of Building Evaluation Schemata and Practices. Exchange Bibliography No. 470. ED 106 904
- Fehrenbacher, Harry L.**
Evaluation of the Community Experiences for Career Education Program. ED 107 719
- Feldhusen, John**
Social Behavior Assessment of Elementary School Children--Theoretical Rationale for a Peer Rating Scale and its Role in a Longitudinal Study. ED 107 747
- Feldman, David**
Crystallizing Conditions, Developmental Advance and Education. First Annual Report. ED 107 348
- Felice, Lawrence G.**
Self-Concept: The Linkage Between Family Background, School Context and Educational Success. ED 106 686
- Fell, Albert W.**
University of Texas Special Education Instructional Materials Center. Final Technical Report. ED 107 084
- Fellenz, Peter**
National Home Start Evaluation. Interim Report 4: Program Analysis. ED 107 379
- Ferguson, Charles A.**
Fricatives in Child Language Acquisition. Papers and Reports on Child Language Development, No. 6. ED 107 115//
- Ferguson, Patricia, Ed.**
Drugs and Attitude Change. Nonmedical Drug Use: Attitudes and Attitude Change. National Institute on Drug Abuse Research Issues 3. ED 106 714
Drugs and Family/Peer Influence. Family and Peer Influences on Adolescent Drug Use. National Institute on Drug Abuse Research Issues 4. ED 106 715
- Fernandez, Edward W.**
Persons of Spanish Origin in the United States: March 1974. Population Characteristics, Current Population Reports. Series P-20, No. 280. ED 107 397
- Fiege-Kollman, Laila**
Descriptions of the Structure and Ordering of Language in the Mod 2 Kindergarten Stories. Technical Note No. 2-72-34. ED 106 772
- Figley, Charles R.**
Integrating Affective Learning in the Classroom: A Heuristic Approach. ED 106 683
Interpersonal Adjustment and Family Life Among Vietnam Veterans. A General Bibliography. ED 106 682
The Purdue LEAD Program: Implications for Other Educational Contexts. ED 106 681
Transition into Parenthood: The Social Psychological Effects of the First Child on Marital and Parent Behavior. A General Bibliography. ED 106 680
- Finder, Morris**
Rational Solutions to Curricular Issues. ED 106 988
- Fingland, Geoffrey**
Library Files; Open or Closed to Readers? ED 107 276
- Fink, Leslie Dee**
Preparing Others to Profess: A Trial Year. Director's Report, Project on Teaching and Learning in Graduate Geography, Phase I (July 1973 to June 1974). ED 107 552
- Fischer, Louis**
Legal Literacy and Teacher Education: A Case Approach Based on the Rights of Teachers and Students. ED 107 672
- Fischer, Norman M.**
Financing of Intercollegiate Athletics: Recommendations. ED 107 172
- Fisher, Aileen**
Bicentennial Plays and Programs. ED 106 858//
- Fisher, Carol J.**
Writing Poetry: Children Can Do It! ED 106 877
- Fisher, Steven D.**
Post Secondary Programs for the Deaf: II. External View. Research Report No. 61. ED 106 999
Post Secondary Programs for the Deaf: III. Internal Views. Research Report No. 67. ED 107 002
- Fitz-Gibbon, Carol Taylor**
Improving Practices in Inner-City Schools: Two Contributions.

- ED 107 746
- Fitzmaurice, Peggy, Comp.**
Language Development Activities through the Auditory Channel. ED 107 031
- Fivars, Grace**
Nursing Evaluation: The Problem and the Process: The Critical Incident Technique. ED 106 468//
- Flake, Janice Louise**
The Use of Interactive Computer Simulations for Sensitizing Mathematics Methods Students to Questioning Behaviors. ED 107 503//
- Fletcher, Richard K., Jr.**
A Study of the Relationship Between Quantitative Methods and Achievement in High School and College Science Courses. ED 107 485
- Fletcher, Richard Kenard, Jr.**
The Effects of Grade Level and Other Factors on the Achievement in Project Physics among High School Physics Students. ED 107 461//
- Flinchum, Betty M.**
Motor Development in Early Childhood: A Guide for Movement Education with Ages 2 to 6. ED 107 620//
- Flom, Bernard S., Ed.**
Wrestling: Physical Education Secondary Schools. ED 107 609
- Floyd, Jerald D.**
CAAAP (Computer Assisted Academic Advise-ment and Planning): A Feasibility Study. ED 106 674
- Foley, John P., Jr.**
Evaluating Maintenance Performance: The Development and Tryout of Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report for Period January 1969-May 1974. ED 107 698
- Forbes, Dean W.**
An Empirical Test of the Content Homogeneity Assumption Involved in Rasch Item Calibration. ED 107 675
- Ford, Robert J.**
Career Education: Information Packet Revision. ED 106 660
- Forsback, Marlene**
The School as a Democratic Institution: The Problems of Teaching Social Studies in the Federal Republic of Germany. ED 107 590
- Foster, Claudia C.**
Manumission Societies and African Free Schools. ED 107 557
- Foster, Faith**
Career Development Guides: Middle School: Grades Six and Seven. ED 106 628
- Foster, Oma Ruth**
Maryland Environmental Education Survey. Part One: The Chesapeake Bay as an Integral Part of the Environmental Education Program. Progress Report. ED 107 475//
- Fox, Charles H.**
Radioactive Wastes. Revised. ED 107 524
- Fox, Donna Russell**
Clinical Management of Voice Disorders. ED 107 089//
- Fox, Robert P.**
A Selected List of Instructional Materials for English as a Second Language: College Level. CAL-ERIC/CLL Series on Languages and Lin-guistics, No. 27. ED 107 158
- Frank, Harold H.**
The Socialization of Freshwomen Medical Stu-dents. ED 106 728
- Freed, Judee**
Enrollment and Attendance: 1965-1975. Research Report No. 75-04. ED 107 313
- Freeman, Harold, Jr.**
A Description of the New York City Infant Day Care Study: Infant Day Care Family Research. ED 107 364
- Freitag, Richard Alan**
Case Studies of a Teaching Model: Teaching Through Games. ED 107 504//
- Friedman, Paul**
Mental Retardation and the Law: A Report on Status of Current Court Cases. ED 107 057
- Fritze, James Keith**
An Assessment of Selected Oklahoma Public School Personnel's Opinions of the Public Ju-nior College. ED 107 321//
- Frobese, Denise C.**
Handbook of Career Information Resources. ED 106 622
- Furry, W. S.**
Resource Allocation and Budgeting for the 1972-73 Mini-Schools of the Alum Rock Voucher Demonstration. Analysis of the Education Voucher Demonstration. A Working Note. ED 106 894
- Fusco, Carol B.**
Guidelines for the Implementation of Programs for Pupils Who Are Orthopedically Han-dicapped. ED 107 045
- Galant, Richard, Comp.**
Accountability in Guidance. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 19R. ED 106 747
- Counseling Prisoners. Searchlight: Relevant Resources in High Interest Areas. Retrospec-tive Search 17R. ED 106 745
- Educational Advising and Vocational Choice. Searchlight: Relevant Resources in High In-terest Areas. Retrospective Search 18R. ED 106 746
- Psychological and Affective Education. Searchlight: Relevant Resources in High In-terest Areas. Retrospective Search 20R. ED 106 748
- Gale, James B.**
Effects of Fixatives and Buffers upon the Morphology of Heart and Skeletal Muscle Mitochondria from Exhausted Rats. ED 107 634
- Gallup, David A.**
The Development and Implementation of a Model for Comparing Instructional Alternat-ives. ED 107 214
- Garber, Lee O.**
Law, Finance, and the Teacher in Illinois--A Handbook for Teachers, Administrators, and School Board Members. Second Edition. ED 106 931//
- Garreen, Diane B.**
A Description of the New York City Infant Day Care Study: Health, Nutrition and Physical Development. ED 107 363
- Gaven, Patricia**
ATS-F and Man: A Course of Study: An Ex-periment in Satellite Application to Statewide Instructional Methodology. ED 107 256
- Library Information Network Experiment with ATS-F Satellite Telecommunications. ED 107 255
- Gee, Gerald M.**
Urban Information Needs: A Replication. A Report of the Syracuse/Elmira Study. ED 107 285
- Geffert, Hannah**
The Current Status of U.S. Bilingual Education Legislation. CAL-ERIC/CLL Series on Lan-guages and Linguistics, No. 23. ED 107 135
- Genensky, S. M.**
A Double X-Y Platform for Randsight-Type In-struments. ED 107 061
- Genesky, S. M.**
Interactive Classroom TV System for the Han-dicapped. ED 107 062
- Geno, Thomas H., Ed.**
ACTFL Workshop Proceedings: Black Litera-ture of French Expression. ED 107 103
- Gething, Thomas W.**
Needed Materials for Instruction in Languages of Southeast Asia. ED 107 129
- Gibson, Christine**
Techniques in Language Control. ED 107 141//
- Gillispie, Fred D., Jr.**
Toward Effective Change in an Elementary School: A Case Study of Some Positive Results of Court-Ordered Change. ED 106 970
- Gillmore, G. M.**
A Preliminary Report on the Anthropology De-partment Student Ratings Survey. ED 107 699
- Gillmore, Gerald M.**
An Evaluation of Doris Katz' Home Economics 134. ED 107 718
- Gilmore, Joseph T.**
Design for Competence Based Education in Special Education. ED 107 049//
- Ginn, Doris O.**
A Threat to the Black Dialect: An Approach That Works. ED 106 874
- Gland, James R.**
Custodial Management Practices in the Public Schools. Research Bulletin No. 19. ED 106 913//
- Glashagel, Char**
Valuing Families. Activity Guide. ED 107 551
- Glashagel, Jerry**
Valuing Families. Activity Guide. ED 107 551
- Valuing Youth. Leader's Notebook. ED 107 550
- Glasstone, Samuel**
Controlled Nuclear Fusion. ED 107 520
- Glogau, Lillian**
Developing a Successful Elementary School Media Center. ED 107 301//
- Goldberg, David**
Modernism: The Extensiveness of Women's Roles and Attitudes. World Fertility Survey Oc-casional Papers, No. 14. ED 107 574
- Golden, Loretta**
Occupational Awareness through Dramatic Play: A Curriculum Guide for Primary Grades: Parts 1 and 2. ED 106 669
- Golden, Mark**
Assessment of Children's Psychological Development and Data Analytic Framework in New York City Infant Day Care Study. ED 107 362

294 Author Index

- Goldstein, Bernice Z.**
Japan and America: A Comparative Study in Language and Culture. ED 107 138//
- Goode, Paul**
National Regional Resource Center of Pennsylvania. Final Technical Report. ED 107 079
- Gordon, Barbara**
The Context of Foreign Language Teaching. ED 107 139//
- Gordon, Ruby D.**
The Effects of Video Recording Experience Upon the Communication Behavior Skill of Empathy and Dogmatism in Sophomore Community College Nursing Students. ED 107 257
Learning Process in Aging and Adult Education. ED 106 734
Selected Issues on Aging. ED 106 735
- Gornowich, Donald J.**
A School District Looks at an Alternative to Half-Day, Every Day Kindergarten Programs. ED 107 347
- Gosnell, Doris**
Nursing Evaluation: The Problem and the Process: The Critical Incident Technique. ED 106 468//
- Grabe, Mark**
Big School, Small School: Impact of the High School Environment. ED 106 685
- Grady, Marion**
Language Is Experience. ED 106 851
- Gram, Rita**
Career Development Guides: Elementary: Primary-K-3, Intermediate-4-5. ED 106 627
- Gran, Birgitta**
The FOL Project, Collaboration Between Preschool and the Primary Level of the Compulsory School. ED 107 350
- Granat, Richard S.**
State Regulation of External Degree Programs. ED 107 192
- Graybeal, William S.**
Teacher Supply and Demand in Public Schools, 1974. ED 107 670
- Green, Carolyn Banks**
Minority Trainees on Speech Satellite Teams: A Manual of Organization and Instruction. ED 107 022
- Green, Cynthia P.**
The Choice Is Yours: A Women's Studies Curriculum for Non-College-Bound High School Girls. ED 107 571
- Green, Duff, III, Ed.**
Discovery: New Worlds of Educational Data Systems. AEDS Proceedings, Virginia Beach, Virginia, April 29 through May 2, 1975. ED 107 237
- Green, Walter B.**
A Developmental Study of Deaf Children's Semantic System. ED 107 065
- Greenberger, Ellen**
The Development of New Measures of Curiosity for Children. Report No. 56. ED 107 704
- Greene, Harry A.**
Developing Language Skills in the Elementary Schools. 5th Edition. ED 106 857//
- Greene, Walter H.**
Creative Teaching in Health. Second Edition. ED 107 618//
- Greer, Bobby G.**
The Development of the Disability Opinion Surveys and the Social Distance Survey: Preliminary Report. ED 107 041
- Gregory, John W.**
A Cluster of Technical Teaching Skills--Acquisition through Microsimulation and Evaluation through Microteaching. ED 107 645
- Greiser, Lee**
Residence Differences in Characteristics of Black, Lower-Class Families. Departmental Information Report No. 74-10. ED 107 750
- Grosch, Audrey N.**
Current and Retrospective Sources of Machine Readable Monograph Cataloging Records; A Study of Their Potential Cost and Utility in Automated System Development at the University of Minnesota. ED 107 280
- Gross, Bernard Francis**
The Design of an Auto-Tutorial Genetics Course to Increase Scientific Literacy among Nonscience Majors and Its Evaluation Using a Science-Related Semantic Differential Instrument. ED 107 462//
- Gross, John G.**
An Evaluation of the Influence of the Expanded Food and Nutrition Education Program in Missouri. ED 106 472
- Grosswald, Jules**
Large-Scale Standardized Testing Programs--New Vistas in User Oriented Reporting. ED 107 724
- Gullickson, Arien R.**
A Strategy for Disseminating Elementary Science Curricula. ED 107 488
- Gutierrez, Elizabeth**
The Kansas Migrant Survey: An Interpretive Profile of the Mexican-American Migrant Family. ED 107 419
- Haas, Warren J.**
The Columbia University Management Program. ED 107 283
- Hacker, Betty**
Using the Morgan Library: a Tour and Exercise. ED 107 265
- Hackney, Harold**
Implementing Self-Management Strategies with Counselor-Trainees. ED 106 738
- Haggart, S. A.**
Resource Allocation and Budgeting for the 1972-73 Mini-Schools of the Alum Rock Voucher Demonstration. Analysis of the Education Voucher Demonstration. A Working Note. ED 106 894
- Hagiwara, M. P.**
A Triple-Track Program in the Second-Year French Courses: A Pilot Study. ED 107 122
- Halbert, Susan J.**
Student Evaluation of Teachers and Administrators. Oregon School Study Council Bulletin, Vol. 18, No. 8. ED 106 927
- Hall, Angela M.**
An Experiment in the Batch Processing of Retrospective Searches. ED 107 289//
- Hall, Eugene R.**
An Assessment of U.S. Navy Tactical Team Training. Final Report. ED 107 303
- Hall, John H.**
CAA: Computer Assisted Athletics. ED 107 231
- Hallman, Clemens**
Cross-Cultural Inquiry: Value Clarification Exercises. A Center for Latin American Studies Curriculum Report. ED 107 536
- Hambleton, Ronald K.**
Criterion-Referenced Testing and Measurement: A Review of Technical Issues and Developments. ED 107 722
- Hamer, Karen**
Aggression and Dominance Relations in Young Children. ED 107 357
- Hammons, Abe L.**
How to Evaluate Teachers on Performance. ED 106 921
- Hardy, Robert**
Evaluation of Follow Through Programs by Follow Through Sponsors 1970-71. A Summary, Analysis, and Review. ED 107 369
- Harkins, Craig**
Technical Presentations in Multimedia: A Modular Approach. ED 107 244
- Hariow, Mary Jane P.**
Post Secondary Programs for the Deaf: IV. Empirical Data Analysis. Research Report No. 75. ED 107 009
- Harrell, Adele V.**
Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Early Childhood. Fourth Annual Report. ED 107 352
- Harris, Chester W.**
A Structure of Concept Attainment Abilities. ED 107 470//
- Harris, Gail A.**
A Plan for Improved Services for the Developmentally Disabled in Michigan. ED 107 040
- Harris, Margaret L.**
A Structure of Concept Attainment Abilities. ED 107 470//
- Harris, Mary McDonnell**
Second Grade Syntax Attainment and Reading Achievement. ED 106 764
- Harrod, James**
Career Development Guides: Career Awareness Through Afro-American Literature. ED 106 629
- Hartmann, Paul**
Racism and the Mass Media. ED 106 879//
- Hastings, Philip K., Ed.**
Survey Data for Trend Analysis. An Index to Repeated Questions in U. S. National Surveys Held by the Roper Public Opinion Research Center. ED 107 542
- Haviland, Susan E.**
"This Man's Father Is My Father's Son": A Study of the Acquisition of English Kin Terms. Papers and Reports on Child Language Development, No. 5. ED 107 114//
- Hawkes, Glenn R.**
Patterns of Living in California's Migrant Labor Families. Research Monograph No. 12. ED 107 359
- Hayden, Rose L.**
Language and International Studies: The Rhetoric of Friction. ED 107 568
- Hayes, Andrew E.**
Planning and Programming for Handicapped Young Children; Tadscrip 4. ED 107 021

- Haygood, Robert C.**
Visual and Auditory Information Processing Aspects of the Acquisition of Flying Skill.
ED 106 659
- Hayman, John L., Jr.**
The Design of a Future-Oriented Sensing System for the Identification, Production, and Dissemination of National Educational Information Needs.
ED 107 240
- Haynes, Felicity**
Accountability and Serendipity.
ED 107 584
- Healey, John H.**
Physical Education Teaching Problems for Analysis and Solution.
ED 107 656//
- Healey, William A.**
Physical Education Teaching Problems for Analysis and Solution.
ED 107 656//
- Healy, Margaret I.**
Mundelein-HICA Early Childhood Education Project. End-of-Project Summary.
ED 107 365
- Hedley, R. Alan**
Job Specialization, Work Values and Worker Dissatisfaction. Technical Report No. 29.
ED 106 495
- Hein, William H., Jr.**
Spanish Surnames. Southwest Regional Laboratory (SWRL) Technical Note No. TN 1-72-08.
ED 107 423
- Hellison, Don**
Humanism and Behaviorism in Physical Education; A Dialogue.
ED 107 640
- Hendricks, Glenn L.**
Economic and Social Coping Strategies of Foreign Students. Research Bulletin, Volume 15, No. 23.
ED 107 198
- Henning, Joel F.**
Law-Related Education in America: Guidelines for the Future. Report of the American Bar Association Special Committee on Youth Education for Citizenship.
ED 107 555
- Herman, L. Russell, Jr.**
Detecting Syntactic Ambiguity: Three Augmented Transition Network Techniques.
ED 107 151
- Hersh, Pamela J.**
Pertinent Data Bulletin 1974-1975; Individually Guided Education/Multi-Unit Schools.
ED 107 624
- Hershman, Kenneth Eugene**
The Efficacy of Advance Organizers and Behavioral Objectives for Improving Achievement in Physics.
ED 107 452//
- Herskovits, Frieda S.**
The Ball-Stick-Bird TM Method in the Classroom.
ED 106 750
- Hertz, Thomas W.**
Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Early Childhood. Fourth Annual Report.
ED 107 352
- Herzog, Douglas**
Career Clusters: What They Are and How to Use Them: Counselor Guide.
ED 106 616
Cluster Interest Inventory.
ED 106 617
- Heyneman, Stephen P.**
Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Adolescence. Second Annual Report.
ED 107 351
- Hicks, Laurabeth H.**
The Mature, Married Black Female in Academe.
ED 106 711
- Higdon, Danny W.**
Prospective and Experienced Elementary Teachers: A Comparison of Mathematical Achievement and Attitudes.
ED 107 528
- Hill, Joy**
Photo Storage and Retrieval.
ED 107 278
- Hilsum, S.**
Promotion and Careers in Teaching.
ED 107 621//
- Hirsch, Edward**
The Effects of Tracing Prompts and Discrimination Training on Kindergarten Handwriting Performance.
ED 106 864
- Hisaka, Lloyd I.**
A Survey of Intramural-Recreational Facilities at Four-Year Colleges and Universities in the United States.
ED 107 657
- Hodge, Carleton T.**
Reconsideration of Language Priorities: Africa.
ED 107 130
- Hoekzema, Loren**
From Typology to Topography in Clarence King's "Mountaineering in the Sierra Nevada."
ED 106 853
- Hoffmeister, Robert**
The Acquisition of Sign Language in Deaf Children of Deaf Parents: Progress Report. Research Report No. 65.
ED 107 001
- Hogerton, John F.**
Atomic Fuel, Understanding the Atom Series. Revised.
ED 107 517
Atomic Power Safety.
ED 107 518
Nuclear Reactors. Revised.
ED 107 523
- Holcombe, Willis N.**
Central Administration in Multi Unit Community Colleges.
ED 107 328
- Holloway, Robert E.**
An Analysis of Articulation Programs.
ED 106 922
- Holmes, David W.**
A Developmental Study of Deaf Children's Semantic System.
ED 107 065
- Holstein, Herbert B.**
Resource Unit for Levels Nine and Ten Using the Occupational Clusters in Career Exploration. Lincoln County Exemplary Program in Vocational Education.
ED 106 572
Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation. Lincoln County Exemplary Program in Vocational Education.
ED 106 571
- Honey, John C.**
A Proposed National Institute of Education Postsecondary Education Program.
ED 107 197
- Hong, Lucille J.**
Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12.
ED 107 100
- Hopper, Mark A.**
Child Abuse: An Integration of the Research Related to Education of Children Handicapped as a Result of Child Abuse. Final Report.
ED 107 056
- Horn, Jerry G.**
A Strategy for Disseminating Elementary Science Curricula.
ED 107 488
- Hovey, Esther**
Ethnicity and Early Education. Catalog No. 128.
ED 107 368
- Hubbard, Ben C.**
Law, Finance, and the Teacher in Illinois—A Handbook for Teachers, Administrators, and School Board Members. Second Edition.
ED 106 931//
- Huebner, Robert**
Evaluation of Follow Through Programs by Follow Through Sponsors 1970-71. A Summary, Analysis, and Review.
ED 107 369
- Hughes, James Erie**
A Comparison of Lab Method Films with Traditional Instruction in the Introductory Physics Laboratory.
ED 107 455//
- Humphreys, Lloyd G.**
The Importance of Individual Differences.
ED 106 721
- Hunter, David E., Ed.**
Anthropology: Contemporary Perspectives. [And] Instructor's Manual to Accompany Anthropology: Contemporary Perspectives.
ED 107 588//
- Hursh, Hilda Bengtson**
A Pilot Project to Examine Whether Teachers "Turn On" Only When Observers Are Present.
ED 107 622
- Husband, Charles**
Racism and the Mass Media.
ED 106 879//
- Ingebo, George S.**
An Empirical Test of the Content Homogeneity Assumption Involved in Rasch Item Calibration.
ED 107 675
- Izzo, Herbert J.**
Concerning the Influence of Native American Languages on American Spanish.
ED 107 148
- Jackson, Mary H.**
What and How for Foreign Language Students: What Are the Career Opportunities and How to Prepare for Them.
ED 107 095
- Jackson, Sheryl R.**
The Influence of Place of Residence on Family Disability Among Selected Populations: Southern Blacks, Western Mexican Americans, Hawaiian Ethnic, and Northeastern Whites.
ED 107 418
- Jacobs, James N.**
Organization and Administration of the Department of Research and Development in the Cincinnati Public Schools.
ED 106 896
- Jacobs, Judith Ellen**
A Comparison of the Relationships Between the Level of Acceptance of Sex-Role Stereotyping and Achievement and Attitudes Toward Mathematics of Seventh Graders and Eleventh Graders in a Suburban Metropolitan New York Community.
ED 107 502//
- Jacobsen, LaVonne**
Map Resources in San Francisco.
ED 107 236
- Jacobson, Cardell K.**
Some Effects of Inter-Group Contact Among Black, White, and Latin Milwaukee Students.
ED 107 740
- Jacobson, Rodolfo**
The Bilingual's Two Languages: Duplication or Compartmentalization.
ED 107 156
- Jakovovits, Leon A.**
The Context of Foreign Language Teaching.
ED 107 139//
- James, Deborah**
A Study in the Relationships of "Oh," "Ah," "Say," and "Well" to Numerous Grammatical

296 Author Index

- Phenomena. University of Michigan Papers in Linguistics. ED 107 106
- Jankowsky, Kurt R., Ed.**
Language and International Studies. Georgetown University Round Table on Languages and Linguistics 1973. ED 107 109//
- Jayatilke, Raja**
Human Relations in the Classroom: An Annotated Bibliography. Supplement 4. ERIC-CUE Urban Disadvantaged Series, Number 41. ED 107 732
- Jellison, Jerald M.**
Fear of Success—A Situational Approach. ED 106 677
- Jenkins, Charles**
Some Surface Linguistic Classes with Conceptual Relevance. ED 106 859
- Jenkins, Charles M.**
Comprehension Considerations in SWRL Reading Instruction. Technical Note No. 2-72-35. ED 106 771
- Jennings, Ralph M.**
How to Protect Your Rights in Television and Radio. ED 107 225//
- Jensema, Carl**
Reported Emotional/Behavioral Problems Among Hearing Impaired Children in Special Educational Programs: United States, 1972-73. (Series R, No. 1). ED 107 037
- Johanningmeier, Erwin V.**
Assessing the Impact of Research on Schooling: A Problem in History of Education, Its Difficulties and Approaches. ED 107 595
- Johnson, Mauritz**
A Response to the Perceptive Eisner. ED 107 556
- Johnson, Olin Chester**
The Black Church in America. ED 107 576
- Johnson, Robert M.**
Effects of Manual Negative Accentuated Resistance on Strength and/or Muscular Endurance. ED 107 662
- Johnson, Victor Ogafo Ibikunle**
Micro-Analytical Procedures and the Multidimensional Treatment of Classroom Interaction in Science Teaching. ED 107 463//
- Jones, Ben Morgan**
Altered States of Consciousness and Alcohol. ED 106 695
- Jones, Earl I., Ed.**
Symposium Proceedings—Occupational Research and the Navy—Prospectus 1980. Technical Report No. 74-14. ED 106 646
- Jones, Randall L., Ed.**
Testing Language Proficiency. ED 107 161
- Judd, Wilson A.**
Individual Differences in Learner Controlled CAI. ED 107 215
- Juncker, D. F.**
Sports Club Development—The '70'S Community Involvement. ED 107 661
- Kallinisch, Martha**
Food: Facts and Fancies. ED 107 668
- Karabinus, Robert**
The Use of Reliability Coefficient to Increase Accuracy of the Calculation of n in Power Formulas. ED 107 674
- Karnes, Merle B.**
A Comparison of Different Approaches for Educating Young Gifted Children. (RAPYD II Project). ED 107 052
- Katcher, Aaron H.**
The Socialization of Freshwomen Medical Students. ED 106 728
- Kaufman, Roger A.**
Needs Assessment: A Focus for Curriculum Development. ED 107 619
- Kaufmann, Paul J.**
Selected Communication Variables and Their Effect Upon Advisee Satisfaction with Adviser-Advisee Conferences. ED 106 701
- Kavanagh, Michael J.**
The Relationship Between Psychological Differentiation and Perceptions of Supervisory Behavior. ED 106 487
- Kean, Michael H.**
Organizing for Effective Research Management in a Large Urban School System. ED 106 986
- Kearney, Maureen**
Reactive and Reciprocal Inhibition Therapies in the Group Treatment of Test Anxiety. ED 106 703
- Keeves, John P.**
The IEA Science Project: Science Achievement in Three Countries—Australia, the Federal Republic of Germany and the United States. ED 107 532//
- Kellerleber, Dennis L.**
Expertness, Type of Appeal, and Influence in Counseling. Research Bulletin Volume 15, Number 3. ED 106 717
- Kelly, Joseph J.**
Readiness Continuum. ED 107 029
- Kelly, Philip L.**
The Chicano and the Meaning of Mexico. ED 107 391
- Kemerer, Frank R.**
Who Sank The Khaki Submarine At Stanford? A Study of Decision-Making At Stanford University. ED 107 191
- Kendrick, Elise F., Ed.**
1974 Annual Report of the Appalachian Regional Commission. ED 107 415
- Kennedy, Keith**
The Effectiveness of a Comparative Advance Organizer in the Learning and Retention of Metric System Concepts. ED 107 487
- Kenny, Eleanor**
The Quality of Special Education Teacher Training Programs: A Report to the Legislature in Response to Senate Resolution 1974-178. ED 107 014
- Kenowitz, Leonard A.**
Special Education, Competency, and the Problem of Administration. ED 107 073
- Kiefer, Christie W.**
Changing Cultures, Changing Lives: An Ethnographical Study of Three Generations of Japanese Americans. ED 107 749//
- Kiernan, Owen B.**
School Violence and Vandalism. ED 106 987
- Kiner, Phil E.**
Profile of a Rural Area Work Force: The Wyoming Uranium Industry. ED 107 410
- Kirby, Ronald F.**
The Effect of the Striking Implement's Diameter on a Ball's Rebound Height and Area of Contact. ED 107 658
- Kitchener, Karen G.**
A Study of Counseling Center Hiring Practices: What Does It Take for a Woman to be Hired? Student Development Report Volume XII, Number 1, 1974-75. ED 106 692
- Klits, William H.**
The Opinions of Northeast Missouri Social Studies Teachers Related to Student Teacher Placement and Evaluation. ED 107 666
- Klausmeier, Herbert J.**
Conceptual Development During the School Years. ED 107 374
- Klavara, Peter**
Optimal Pre-Competition Emotional Arousal of High School Football Players. ED 107 660
- Klayman, Steve**
Career Development Guides: Sociology of Occupations. ED 106 632
- Kleiber, Douglas**
Psychological and Physical Implications of Highly Competitive Sports for Children. ED 107 612
- Klein, M. Frances**
A Perspective on Improving the Effectiveness of Curriculum Materials. ED 107 218
- Klein, Zavel E.**
Background and Treatment of the Emotional-Behavior Disorders of Children: A Bibliography of Research (1925-1970). ED 107 027
- Kline, Donald F.**
Child Abuse: An Integration of the Research Related to Education of Children Handicapped as a Result of Child Abuse. Final Report. ED 107 056
- Kline, Lloyd W.**
Holy Grails and Monographs. ED 106 775
- Kobes, David A.**
The Influence of Family Size on Learning Readiness Patterns of Socioeconomically Disadvantaged Preschool Blacks. ED 107 385
- Koch, Christian, Comp.**
1972 Oberlin Film Conference Selected Essays and Discussion Transcriptions, Vol. II. ED 106 881
- Koch, Monica**
A Demystification of Syntactic Drift. Montreal Working Papers in Linguistics, Vol. 3. ED 107 120
- Kohr, Richard L.**
A Longitudinal Study of Selected Cognitive and Non-Cognitive Student Outcomes From Grade 5 to Grade 9. ED 106 700
- Kolb, John R.**
The Secondary School Mathematics Curriculum. ED 107 529
- Korotkin, Arthur L.**
The Evaluation of Dropout Prevention Programs. ED 107 716
- Kostelanetz, Richard**
The End of Intelligent Writing: Literary Politics in America. ED 106 849//
- Kosturn, Carole F.**
Elicitation of Anger and Opportunity for Retaliation as Determinants of Alcohol Consumption. ED 106 678

- Kramer, Kay F., Ed.**
State of the Art: Diagnosis and Treatment.
ED 107 068
- Krasnow, Erwin G., Ed.**
Inside the FCC: A Guide for Information Seekers.
ED 107 232
- Krus, Patricia H.**
Summative Evaluation of the Measurement of Length Unit of the Money, Measurement and Time Program. Research Report No. 71.
ED 107 005
Summative Evaluation of the Measurement of Weight Unit of the Money, Measurement and Time Program. Research Report No. 72.
ED 107 006
Summative Evaluation of the Money Unit of the Money, Measurement and Time Program. Research Report No. 70.
ED 107 004
Summative Evaluation of the Time with the Clock Unit of the Money, Measurement and Time Program. Research Report No. 73.
ED 107 007
- Ksoblech, Kenneth J.**
The Columbus Video Access Center: A Research Analysis of Public Reaction.
ED 107 217
- Kuchenbecker, Shari Young**
Component Skills in the Word Decoding Task for the Beginning Reader: An Annotated Cross-Referenced Bibliography. Technical Note No. 2-72-03.
ED 106 769
- Kuehn, John A.**
Impact of Job Development on Poverty in Four Developing Areas, 1970. Agricultural Economic Report No. 225.
ED 107 408
- Kuznik, Anthony**
Follow-up and Evaluation of Graduates [and] Employer Evaluations of Graduates in Minnesota Collegiate-Technical Education.
ED 107 325
- Kyle, George M., Ed.**
Bicycling and Hostels.
ED 107 631
- Kypriotaki, Lyn**
The Acquisition of Aux. Papers and Reports on Child Language Development, No. 8.
ED 107 117
- Laird, Beverley A.**
The Length of Time Necessary to Obtain a Representative Sample of Clinician-Client Interaction.
ED 107 064
- Lake, Dale G.**
Communication Networks in the Designing and Starting of New Schools.
ED 106 972
- Lambert, Richard D.**
Language and Area Studies Review. Monograph 17.
ED 107 101//
- Lancaster, F. Wilfrid, Ed.**
Applications of Minicomputers to Library and Related Problems. Papers Presented at the 1974 Clinic on Library Applications of Data Processing, April 28-May 1, 1974.
ED 107 261//
- Landahl, John**
Eco: An Island Simulation Game. [Includes Packet of Population Education Materials].
ED 107 472//
- Langstaff, Anne L.**
University of Southern California Instructional Materials Center for Special Education. Final Technical Report.
ED 107 086
- LaPorte, Diane Howard**
The Dynamics of Curriculum Revision.
ED 107 650
- LaPorte, Ronald E.**
The Dynamics of Curriculum Revision.
ED 107 650
- Larson, Robert C.**
Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720
- Lavery, Grace E.**
Acceptance of Ideas of Others [Number Form and Star Form].
ED 107 686//
Acceptance of Others (Number Form).
ED 107 685//
The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. (Report of First Year of Program).
ED 107 681
The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program).
ED 107 690
Philosophy of Glasser Questionnaire.
ED 107 689//
School Attitude Scale (Grades 1-3).
ED 107 682//
School Attitude Scale (Grades 4-6).
ED 107 684//
- Lavin, Richard J.**
Improving the Performance of Educational Managers. Working Paper Series.
ED 106 893
- Law, Gordon F., Jr., Ed.**
New Jersey Career Guidance Guide: Report of New Jersey Career Guidance Conferences, 1973-74.
ED 106 625
- Lawrence, Sheldon L.**
Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, and Coconino - 1971/72.
ED 107 401
Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, & Coconino Counties - 1972/73.
ED 107 402
- Lawson, Louise Gail**
History of Books/Jobs Project: Akron Public Library, July 1, 1968 through June 30, 1972.
ED 107 279
- Laxer, Gordon**
Student Social and Achievement Patterns as Related to Secondary School Organizational Structures. The Individualized System. H.S.1 Studies.
ED 106 899//
- Leaf, Carol Ann**
History of the American Academy of Physical Education: 1950-1970.
ED 107 635
- Leap, William L.**
Ethnics, Emics, and the New Ideology: The Identity Potential of Indian English.
ED 107 119//
- LeBel, Jean-Guy**
Aperçu des fautes eventuelles des anglophones Nord-Américains (Survey of Possible Errors of English-Speaking North Americans).
ED 107 143
- Le Duc, Don R., Ed.**
Inside the FCC: A Guide for Information Seekers.
ED 107 232
- Lee, Laura L.**
Interactive Language Development Teaching: The Clinical Presentation of Grammatical Structure.
ED 106 850//
- Leggett, Stanton**
Processes of Planning. Spaces for Career Preparation: Document 2.
ED 106 937
- Legum, Stanley E.**
Design of the Kindergarten Program Entry Survey.
ED 106 863
On the Node Label "ADV."
ED 106 657
- Lehmann, Irvin J.**
1973 Assessment Workshops: Final Report.
ED 107 710
- Leitka, Eugene**
Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Descriptive Analysis). Research and Evaluation Report Series No. 22.01.
ED 107 444
Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Graphic Description). Research and Evaluation Report Series No. 22.02.
ED 107 445
- Lenz, Donald W.**
A Selected Bibliography on Planned Change and Community Planning Practice: Making Things Happen. Exchange Bibliography No. 224.
ED 106 953
- Leonard, Joycelyn**
Para-Professional Training in Adult Education at Gila River Indian Community.
ED 107 396
- Lersten, Ken**
Aging and Motor Skill: A Research Frontier.
ED 107 633
A Separate Reality: The Problem of Uncooperative Experiments.
ED 107 610
- Leshowitz, Barry**
Visual and Auditory Information Processing in Flying Skill Acquisition. Final Report for Period July 1973 through June 1974.
ED 107 246
- Leslau, Wolf**
Intermediate Amharic Cultural Reader. Final Report.
ED 107 102
- Levin, Stanley**
Volunteers in Rehabilitation. Volumes 1-12.
ED 106 668//
- Levine, Daniel U.**
Inner-City Schools and the Beginning Teacher: A Dialogue.
ED 107 738
- Levine, Herbert A.**
Strategies for the Application of Foreign Legislation on Paid Educational Leave to the United States Scene.
ED 106 517
- Levy, Alan, Ed.**
Housing in the Urban Environment.
ED 107 466
Introductory Unit to the Urban Environment.
ED 107 467//
- Lichtig, Leo K.**
A Study of Close Interpersonal Relationships.
ED 106 889
- Liemohn, Wendell**
Rhythm and Motor Ability in Developmentally Disabled Children.
ED 107 637
- Lightsey, Mike**
Perceived Occupational Goal Blocks of Southern Youth.
ED 107 394
- Lindbeck, John R.**
Practical Guide to Industrial Arts Education.
ED 106 475//
- Lindgren, H. C.**
Opinionnaire on Attitudes Toward Education.
ED 107 687//
- Liu, Cheng C.**
A Methodology to Assess the Content and Structure of Affective and Descriptive Meanings Associated with the Work Environment. Research and Development Series No. 98.
ED 106 657

- Lloyd, Margaret V.**
The Assessment of Print Materials: Individualized Inservice Packet Number I. Teaching Teen Reading Series.
ED 106 753
- The Assessment of Student Groups: Individualized Inservice Packet Number II. Teaching Teen Reading Series.
ED 106 754
- Individualization in the Content Areas: Individualized Inservice Packet Number VIII. Teaching Teen Reading Series.
ED 106 760
- Interpretive Comprehension in the Content Areas: Individualized Inservice Packet Number IV. Teaching Teen Reading Series.
ED 106 756
- Literal Comprehension in the Content Areas: Individualized Inservice Packet Number III. Teaching Teen Reading Series.
ED 106 755
- The Uses of Reading and Study Skills: Individualized Inservice Packet Number IX. Teaching Teen Reading Series.
ED 106 761
- Vocabulary Development in the Content Areas through Word Recognition Skills: Individualized Inservice Packet Number V. Teaching Teen Reading Series.
ED 106 757
- Vocabulary Development in the Content Areas through Word Meaning: Individualized Inservice Packet Number VI. Teaching Teen Reading Series.
ED 106 758
- Lloyd Margaret V.**
The Sequence of the Reading Lesson: Individualized Inservice Packet Number VII. Teaching Teen Reading Series.
ED 106 759
- Lockheed, Marlaine E.**
The Modification of Female Leadership Behavior in the Presence of Males.
ED 106 742
- Lombardi, John**
Riding the Wave of New Enrollments. Topical Paper No. 50.
ED 107 326
- Lorentz, James P.**
A Deviant Phonological System of English. Papers and Reports on Child Language Development, No. 8.
ED 107 116
- Loose, Robert M., Jr.**
A Plan for Teaching Data Processing to Library Science Students.
ED 107 259
- A Selective Bibliography of Commercial Radio and Television Engineering.
ED 107 263
- Love, F. William D.**
Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12.
ED 107 100
- Love, Robert Alden**
The Development, Field Testing and Evaluation of Three Hierarchies of Behaviorally Stated Objectives for the Chemistry Content of a Course of Instruction in Physical Science for Pre-Service Nursing Students.
ED 107 450//
- Lujan, Herman D.**
The Kansas Migrant Survey: An Interpretive Profile of the Mexican-American Migrant Family.
ED 107 419
- Luksetich, William A.**
The Economics of Crime: A Teaching Unit for Grades 7-12.
ED 107 572
- Lunetta, Vincent N., Ed.**
The Iowa-UPSTEP Model for Science Teacher Education.
ED 107 511
- Lyler, Ray L.**
Nuclear Power Plants. Revised.
ED 107 522
- Lytle, John S.**
Changes in Educational Aspirations from Sophomore to Senior Year of a State-Wide Sample of South Carolina High School Students.
ED 107 405
- Maas, Gerry**
Survey of Iowa State University Students Concerning Intramural Sports and Related Sports Interests.
ED 107 611
- MacKinnon, R. J.**
A Minicomputer as Front End Processor for an Automated Library System.
ED 107 208
- Macklin, David B.**
Impacts on a Social Psychologist-Consultant.
ED 107 677
- MacMillan, James A.**
Benefits and Costs of Manpower Services in the Interlake Rural Development Area. Research Bulletin No. 72-1.
ED 107 395
- Madden, J. Patrick**
Children in Pennsylvania. Volume 1. State Summary. Social Indicators for Human Services Series 1.
ED 107 421
- Magisos, Joel H.**
Curriculum, Demonstration and Installation Studies: Information Sources. Bibliography Series No. 25.
ED 106 518
- Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources. Bibliography Series No. 24.
ED 106 521
- Guidance, Counseling, Placement, and Follow Through Systems: Information Sources.
ED 106 522
- Local Administration of Vocational Education: Information Sources. Bibliography Series No. 22.
ED 106 520
- State Administration of Vocational Education: Information Sources. Bibliography Series No. 21.
ED 106 519
- Magne, Olof**
Educational Technology in Special Education. Didakometry No. 43.
ED 107 028
- Maguire, Louis M.**
The Academy for Career Education: Diffusion Issues.
ED 106 663
- Majer, Kenneth**
Individual and Small Group Learning with Computer Assisted Instruction.
ED 107 239
- Makela, Lee A.**
Designing Slide/Tape Self-Instruction; A Focus and Design Session.
ED 107 302
- Malamuth, Neil M.**
Effects of Sexual Versus Nonsexual Arousal on Behavior Aggression.
ED 106 704
- Malitz, David**
Convergent and Discriminant Validation of Three Classroom Observation Systems: A Proposed Model.
ED 107 723
- Manelis, Leon**
"The American Heritage Word Frequency Book" and Its Relation to the Communication Skills Lexicon. Technical Note No. 2-72-38.
ED 106 770
- Manley, Richard N.**
Basic Internal Accountability Design for Career Guidance: An Affective Evaluation Report: Career Guidance Report No. 1.
ED 106 451
- Mann, Ronald A.**
Contingency Contracting and Operant Behavior Change: An Exercise in Applied Behavior Analysis.
ED 106 684
- Maola, Joseph**
The Ohio Vocational Interest Inventory: A Factor Analysis.
ED 107 711
- Marchand, James W.**
Towards a Sociology of Linguistics.
ED 107 146
- Marcus, J. S.**
A Discussion of a Proposed System for Rewarding And Improving Instructional Effectiveness.
ED 107 171
- Markel, Geraldine**
Assessment of a Self-Instructional Conversion Model for Elementary Schools. Final Report.
ED 107 245
- Marklund, Sixten**
New Patterns of Teacher Education and Tasks; Country Experience. Sweden.
ED 107 652
- Marks, Merle B.**
The State of the Thought.
ED 107 647
- Marlatt, G. Alan**
Elicitation of Anger and Opportunity for Retaliation as Determinants of Alcohol Consumption.
ED 106 678
- Marsee, Stuart E.**
Notice of Charge of Employment Discrimination--Prelude to Fact Finding or Witch Hunt?
ED 107 316
- Martin, David S.**
A Study of Pupil Ethnocentrism toward Pre-Western Eskimo Culture in Relation to Certain Instructional Conditions. Final Report.
ED 107 570//
- Martin, E. Davis**
Nonresident Student Enrollment in State Institutions of Higher Education: An Overview.
ED 107 183
- Marzano, Robert J.**
Elements of the Word Recognition Process: A Two Part Study.
ED 106 793
- Masters, James R.**
Acceptance of Ideas of Others [Number Form and Star Form].
ED 107 686//
- Acceptance of Others (Number Form).
ED 107 685//
- The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. (Report of First Year of Program).
ED 107 681
- The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program).
ED 107 690
- Philosophy of Glasser Questionnaire.
ED 107 689//
- School Attitude Scale (Grades 1-3).
ED 107 682//
- School Attitude Scale (Grades 4-6).
ED 107 684//
- Mattar, Samir G.**
A Bibliography and Review of Building Evaluation Schemata and Practices. Exchange Bibliography No. 470.
ED 106 904
- Matteo, Eileen A.**
Workshop In Community Leadership: Guidelines.
ED 106 696
- Mayer, William V., Ed.**
Planning Curriculum Development: With Examples from Projects for the Mentally Retarded.
ED 107 020
- Mazziotti, Donald F.**
Advocacy Planning: A Selected Bibliography. Exchange Bibliography No. 323.

- Advocacy Planning -- Toward the Development of Theory and Strategy. Exchange Bibliography No. 241. ED 106 966
- ED 106 954
- McCaffrey, Robert**
Improving Child Management Practices of Parents and Teachers. Maxi I Practicum. Final Report. ED 106 729
- McCartin, Rosemarie**
Analysis of Pronouncements, Theories, and Research on Career Counseling. ED 106 740
- McCluskey, Michael R.**
Perspectives on Simulation and Miniaturization. Professional Paper No. 1472. ED 107 252
- McCoy, Shelve A. L.**
ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume I. Evaluation Report. ED 107 691
ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume II. Evaluation Report. ED 107 692
- McCurley, Arlene Bell**
Answers for Parents of the Child with Learning Disabilities. Showing and Telling It Like It Is! ED 107 030
- McDaniel, Ernest D.**
Social Behavior Assessment of Elementary School Children--Theoretical Rationale for a Peer Rating Scale and its Role in a Longitudinal Study. ED 107 747
- McDonnell, John J.**
Impact 8 of the Title VI Programs in the State of Oregon: September 1, 1973-August 1974. ED 107 072
- McFarland, Dalton E.**
Research Methods in the Behavioral Sciences: A Selected Bibliography. Exchange Bibliography No. 639. ED 106 908
- McGuire, Hugh A.**
The Administration of Service Delivery Programs in Special Education in Five Connecticut Towns: The Organization and Coordination of the Planning and Placement Team Process. ED 107 078
- McKee, Helen C.**
Hamburg Center Intern Follow-Up. ED 107 623
Hamburg Center Intern Follow-Up. Second Year, 1974. ED 107 639
Survey-71. A Follow-Up of '71 Fredonia Graduates. ED 107 187
- McKenna, Harold J.**
A Curriculum Guide for Ninth Grade in Environmental Science. First Rough Draft. ED 107 495//
Water Pollution, Environmental Science Curriculum Guide Supplement. ED 107 496//
- McKinney, James D.**
Evaluation of an Occupational Education Model for Primary Grades. ED 106 665
- McLaughlin, Milbrey Wallin**
Innovations in Classroom Organization. ED 106 895
- McLure, William P.**
Special Education: Needs--Costs--Methods of Financing. A Report of a Study. ED 106 985
- McNutt, Dorothy E.**
A Study to Define the Role of the Division of Cooperative Education at the College of the Mainland. ED 107 315
- McPheeters, Harold L.**
Middle-Level Workers: Characteristics, Training and Utilization of Mental Health Associates. Community Mental Health Monograph Series No. 8. ED 106 647//
- McVeigh, Thomas**
Social Indicators: A Bibliography. Exchange Bibliography No. 215. ED 106 951
- Mech, Joyce, Comp.**
An Annotated Bibliography of Selected Projects, Theses, and Dissertations on the American Indian by Arizona State University Students from 1943-1974. ED 107 425
- Medley, Donald M**
Assessment and Research in Teacher Education: Focus on PBTE. PBTE Monograph Series No. 17. ED 107 600
- Menker, Barbara W.**
Health Maintenance Education and Services for Senior Adults: Program Resume: Project S.M.I.L.E. [Services to Maintain Independent Living for the Elderly]. ED 106 524
- Merwin, J. C.**
Satisfaction With Teaching Questionnaire. ED 107 688//
- Messolonghites, Louisa, Ed.**
Alternative Pursuits for America's 3rd Century: A Resource Book on New Perceptions, Processes, and Programs--with Implications for the Prevention of Drug Abuse. ED 106 716
- Mether, Calvin E.**
Audiovisual Fundamentals; Basic Equipment Operation and Simple Materials Production. ED 107 250//
- Meyerhoff, Gerald**
Five Years of Special Education and Psychiatry in Suburbia: A Review, Survey, and Critique. ED 107 070
- Meyerson, Marion D.**
Minority Trainees on Speech Satellite Teams: A Manual of Organization and Instruction. ED 107 022
- Michael, Mary Ellen**
An Evaluation of the El Centro de la Causa Library and Information Center: August 1973 through July 1974. Final Report. ED 107 291
- Miles, Matthew B.**
Communication Networks in the Designing and Starting of New Schools. ED 106 972
- Miller, George**
Is Your LPN Program Keeping P.A.C.E.? ED 107 334
- Miller, Leann R.**
Citizen Advisory Committees. ED 106 980
- Miller, Robert Joseph**
An Investigation of the Cognitive and Affective Verbal Behavior of Selected Groups of Physical Science Teachers. ED 107 456//
- Miller, Scott B., Jr.**
Enrollment and Attendance: 1965-1975. Research Report No. 75-04. ED 107 313
- Miller, Sharon K.**
A Plan for Improved Services for the Developmentally Disabled in Michigan. ED 107 040
- Miller, Sherod**
Analyzing Sequential Interaction Data: Two Empirical Studies. ED 106 891
Education in Basic Interpersonal Communication Skills. ED 106 892
- Miller, Wilma H.**
Reading Diagnosis Kit. ED 106 774//
- Miran, Mohammad Alam**
Major Problems of Dari Speakers in Mastering Pashto Morphology. ED 107 162
- Missakian, Elizabeth**
Aggression and Dominance Relations in Young Children. ED 107 357
- Mitchell, Bruce**
Benefit-Cost Analysis: A Select Bibliography. Exchange Bibliography No. 267. ED 106 959
Fluoridation Bibliography: Referendums, Public Participation in Decision-Making, and Methodologies for Attitude Perception Studies. Exchange Bibliography No. 268. ED 106 960
- Mitchell, Joan**
Benefit-Cost Analysis: A Select Bibliography. Exchange Bibliography No. 267. ED 106 959
- Mitchell, Walter, III**
Nuclear Power Plants. Revised. ED 107 522
- Moncrieff, Nancy J., Comp.**
Accountability in Guidance. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 19R. ED 106 747
Counseling Prisoners. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 17R. ED 106 745
Educational Advising and Vocational Choice. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 18R. ED 106 746
Psychological and Affective Education. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 20R. ED 106 748
- Monroe, Margaret E.**
Bibliotherapy: Trends in the United States. ED 107 284
- Moore, William**
A Study of the Extreme Learning Problem Program in Oregon: 1971-72, 1972-73. ED 107 071
- Moores, Donald F.**
Post Secondary Programs for the Deaf: I. Introduction and Overview. Research Report No. 60. ED 106 998
- Moravcsik, Edith A.**
Agreement. Working Papers on Language Universals, No. 5. ED 107 111
- Morehouse, Ward**
Independent Study of Critical Languages in Undergraduate Colleges. ED 107 096
- Morgan, James M.**
Computer-Assisted Instruction for the Blind and Deaf. ED 107 039
- Morris, J. B.**
Religion in the Public School Curriculum. ED 106 945
- Morrison, James L., Jr.**
Reflections of American Prejudice at Antebellum West Point (1802-1861). ED 107 558
- Morton, Anton S.**
An Assessment of Drug Education-Prevention Programs in the U. S. Army. Army Research Institute Technical Paper 261. ED 106 708
- Mueller, Christine**
Initial Field Test and Feasibility Study of the Hypothesis/Test Word Recognition Procedures in the Special Education Classroom. Research Report No. 74.

300 Author Index

- Mulr, Marion S.**
Personal Causation Training and Goal Setting in Seventh Grade.
ED 107 008
- Muma, John R.**
Phonological Contexts: Determinants and Correlates in Clinical Assessment.
ED 106 725
- Murphy, William F.**
Class Size and Teacher Load.
ED 107 076
- Murray, Dennis E.**
Mathematical Readiness of Six-Year-Olds and the Placement of First Grade Mathematical Topics.
ED 107 027
- Neal, Pamela**
Compulsory Education: Keep, Change or Abolish?
ED 106 914
- Nelson, Margaret K.**
Adoption of Innovation in Urban Schools. Final Report.
ED 107 748
- Netusil, Anton J.**
Selected Communication Variables and Their Effect Upon Advisee Satisfaction with Adviser-Advisee Conferences.
ED 106 701
- Newberg, Norman**
Education for Student Concerns: Affective Education Research Project.
ED 106 791
- Niedermeyer, Fred C.**
The Effects of Tracing Prompts and Discrimination Training on Kindergarten Handwriting Performance.
ED 106 864
- Niedzielski, Henri**
Functions of Status Testing in the Development of an Instructional Program.
ED 106 871
- Niemann, Donald Frederick**
Observation Procedures for Classroom Tryout of Instructional Materials and Procedures.
ED 106 887
- Nilsen, Alleen Pace**
Structure and Organization of the SWRL Drama and Public Speaking Program for 1972-73 Tryout.
ED 106 886
- Nilsen, Don L. F.**
Semantic Theory: A Linguistic Perspective.
ED 107 136//
- Nitecki, Joseph Z., Comp.**
RLMS Micro-File: Current State of Catalog Card Reproduction.
ED 107 281//
- Nolan, Nelda M.**
RLMS Micro-File: Current State of Catalog Card Reproduction. Supplement 1.
ED 107 282//
- Nolan, Nelda M.**
An Evaluation of the Influence of the Expanded Food and Nutrition Education Program in Missouri.
ED 106 472
- Oastler, John**
Buffering Action of Advisory Committees in Tech Programs.
ED 107 317
- Ochiltree, James K.**
A Cognitive Self-Instructional Modeling Approach Vs. The Carkhuff Model For Training Empathy.
ED 106 726
- Ogamo, Hideo**
A Master Plan for the Education of the Disabled by Tokyo Metropolitan Government, 1974-75.
ED 107 016
- Okey, James R.**
Individual and Small Group Learning with Computer Assisted Instruction.
ED 107 239
- O'Leary, Hal**
The Winter Park Amputee Ski Teaching System.
ED 107 053
- Oller, John W., Jr.**
Close, Discourse, and Approximations to English.
ED 107 144
- Ongiri, David O.**
School and Home Communication: A Guide for Parents and Teachers.
ED 106 969
- Oppendahl, Alison**
Will Microfilm and Computers Replace Clippings?
ED 107 274
- Ortiz, James L.**
Urban Wild: A Manual for the Development, Implementation, and Operation of Nature Centers on School Campuses.
ED 107 473//
- Owen, Stephen P.**
The Structure and Management of Individualized Instruction.
ED 107 220
- Owens, Thomas R.**
Evaluation of the Community Experiences for Career Education Program.
ED 107 719
- Padbury, Peter**
The Future: A Bibliography of Issues and Forecasting Techniques. Exchange Bibliography No. 279.
ED 106 962
- Padilla, Michael J.**
The Teaching and Transfer of Seriation Strategies Using Non-Visual Variables with First Grade Children.
ED 107 489
- Paine, Whiton Stewart**
Impacts on an Educational Researcher.
ED 107 680
- Pangrazi, Robert P.**
Some Impacts of the Evaluation of an Experimental International Studies Curriculum on the Members of an Interdisciplinary Evaluation Team.
ED 107 676
- Pangrazi, Robert P.**
Dynamic Physical Education for Elementary School Children.
ED 107 667//
- Park, Theresa**
Occupational Shortages Study Reporting System.
ED 106 486
- Parker, Alan**
Indian Tribes as Governments. An Analysis of Governing Institutions of Selected Indian Tribes: Report on a Research Project Conducted by a Team of Indian Lawyers and Law Students--June through August, 1974.
ED 107 422
- Parker, Clyde A., Ed.**
Psychological Consultation: Helping Teachers Meet Special Needs.
ED 107 092//
- Parramore, Barbara M.**
North Carolina in the Revolutionary Era, A Resource Study Unit.
ED 107 592//
- Parramore, Thomas C.**
North Carolina in the Revolutionary Era, A Resource Study Unit.
ED 107 592//
- Parsley, Marilyn**
Education of Handicapped Children; Status Report: School Year 1973-74 and Midyear 1974-75.
ED 107 026
- Parsons, Jerry**
Helping a Learning Group Mature.
ED 106 498
- Pastrana, Ronald R.**
Career Education Project: Resource and Instructional Manual for the Implementation of a Model Career Guidance Curriculum Unit.
ED 106 650
- Patberg, Judythe A. Pearson**
The Organization and Development of a Tutorial Reading Program for Junior High Students.
ED 106 763
- Patterson, Betty Soon Ju**
A Study of Korean Causatives. Working Papers in Linguistics, Vol. 6, No. 4.
ED 107 123
- Pattison, William D.**
Preparing Others to Profess: A Trial Year. Director's Report, Project on Teaching and Learning in Graduate Geography, Phase I (July 1973 to June 1974).
ED 107 552
- Patton, G. M.**
Opinionnaire on Attitudes Toward Education.
ED 107 687//
- Paulsen, Russell C.**
The North Central Association: Its Change Agent Role on Administrative Practices, Policies and Procedures in Wisconsin Technical Institutes.
ED 107 323//
- Payne, Joseph N., Ed.**
Mathematics Learning in Early Childhood.
ED 107 534
- Payne, Louise**
Career Education Materials Catalog: Grades 7-12.
ED 106 548
- Pazery, Paul**
Deux provinces speciales: la bretagne et la provence (Two Special Provinces; Brittany and Provence).
ED 107 149
- Pearson, Charis**
Semiotic Foundations of Information Science. Progress Report Number 1.
ED 107 229
- Penny, Maria Bramtot**
The Development and Validation of a Process Instrument for a Unit of the Physical Science Study Committee Physics Course.
ED 107 449//
- Perelman, Lewis J.**
Growth and Education: A Strategic Report to the Rockefeller Brothers Fund on the Implications of Growth Policy for Postsecondary Education
ED 107 165
- Perkins, Lawrence H.**
An Evaluation of the Status of the Occupational Specialist in Florida: Final Report.
ED 106 537
- Peters, Richard O.**
The World of Man: A Curriculum Guide.
ED 107 549
- Peterson, Evan T.**
Parent-Child Relationships and Juvenile Delinquency.
ED 106 702
- Petty, Robert M.**
The Optimal Size for Discussion Groups. Exchange Bibliography No. 378.
ED 106 967
- Petty, Walter T.**
Developing Language Skills in the Elementary Schools. 5th Edition.
ED 106 857//

- Phillips, A. Craig**
State Education Agencies and the National Institute of Education.
ED 107 305
- Phillips, Joyce**
Career Development Guides: Guidance Career Unit.
ED 106 630
- Phye, Gary D.**
Task Structure and Cognitive Tempo Influence on Organizational Memory in Children.
ED 106 722
- Pierce, Douglas R.**
Educators' Perceptions of School Domain Claims.
ED 107 606
- Pierce, Milo C.**
Participation in Decision-Making: A Selected Bibliography. Exchange Bibliography No. 258.
ED 106 956
- Pifer, Alan**
Foundations and Public Policy Formation.
ED 107 563
- Pitman, John C.**
Actions Taken by State Departments of Education in Developing CBTE Certification Systems.
ED 107 607
- Pittman, Eric A.**
How To Cope with the Transient Child.
ED 106 916
- Pollack, Robert M.**
Design for Field Testing of Mountain-Plains Curriculum.
ED 106 452
- Polzella, Donald J.**
Remembering the Functional Sentence.
ED 106 778//
- Poppino, Mary**
Self-Pacing in Reading and Writing Programs: What Does the Future Hold?
ED 106 773
- Porter, John W.**
The Challenge of Education--Accountability and Local Control.
ED 106 917
- Porter, Philip W.**
The Underdevelopment and Modernization of the Third World. Commission on College Geography. Resource Paper No. 28.
ED 107 546//
- Powell, Phillip E.**
Man and Environment.
ED 107 484
- Powell, Richard K.**
The Problem of Regional Educational Service Centers in the United States of America with Special Reference to the Seventh-Day Adventist School System. A Descriptive Study.
ED 107 442
- Powers, John, Comp.**
1972 Oberlin Film Conference Selected Essays and Discussion Transcriptions, Vol. II.
ED 106 881
- Price, Gay H.**
Beauty and Dating Choice--Objective and Subjective Reality.
ED 106 697
- Priscantelli, Karen J.**
Field Test of the Operationalization of Fuzzy Concepts with Small Children.
ED 107 596
- Pritchard, Robert D.**
Incentive Motivation Techniques Evaluation in Air Force Technical Training. Final Report for Period June 1971-April 1974.
ED 106 467
- Pritz, Sandra**
Planning Construction Projects: An Evaluation Report for the Occupational Exploration Program.
ED 106 504
Planning Educational Programs: An Evaluation Report for the Occupational Exploration Program.
ED 107 733
- Procunier, Robert W.**
Effective Student Grading and Progress Reporting.
ED 106 915
- Pugh, Barbara E.**
A Survey of Responsibilities of Indiana Public High School Audiovisual Personnel.
ED 107 203
- Quick, Charles Leonard**
An Analysis and Evaluation of an Audio-Tutorial Approach in the Biology Laboratory at the University Community and Technical College, the University of Toledo.
ED 107 458//
- Rabkin, Frieda H.**
Learning Center Guide; Helene Fuld School of Nursing.
ED 107 233
- Rainey, James R.**
A Media Facilities Model for a Proposed Large Suburban High School.
ED 107 258
- Rakes, Thomas A., Ed.**
Decision Making: An Imperative for Language Learning; Highlights of the Annual Language Arts Conference of Memphis State University (7th, Memphis, June 12-14, 1974).
ED 106 854
- Randall, G. E.**
Budgeting for Libraries.
ED 107 304
- Rappaport, Maurice**
Schizophrenics for Whom Phenothiazines May Be Contraindicated or Unnecessary.
ED 106 690
- Rarick, G. Lawrence**
Effects of Exercise on Children.
ED 107 613
- Ray, William W.**
A Bibliography of Dissertations, Theses, and Thesis Alternatives in Planning: 1965-1970. Exchange Bibliography No. 220.
ED 106 952
- Rayder, Nicholas F.**
The Responsive Classroom Observation Schedule--Background and Development.
ED 107 375
- Raymond, Anne Dawley**
The Acquisition of Nonverbal Behaviors by Preservice Science Teachers and Their Application During Student Teaching.
ED 107 457//
- Read, Donald A.**
Creative Teaching in Health. Second Edition.
ED 107 618//
- Rees, Norma S.**
I Don't Understand What You Mean by Comprehension.
ED 107 063
Issues in Language and Cognition: Implications for Clinical Practice.
ED 107 077
- Reich, Carol**
Patterns of Dropping Out. Toronto Board of Education Research Service Number 129.
ED 106 720
- Reid, J. C.**
A Survey of Evaluation Instruments Used in Clinical Clerkships in American Medical Schools.
ED 107 713
- Reiser, Robert A.**
Effects of Systematic Variations of Instructional Variables in a Verified Instructional Program.
ED 106 661
- Remy, Richard C.**
International Learning and International Education in a Global Age. Bulletin 47.
ED 107 566
- Reutter, E. Edmund**
Tests and Employment Discrimination.
ED 107 733
- Reynolds, Peggy**
Physical Mastery of the English Language: The First Step in Teaching the Immigrant Conversational English.
ED 106 792
- Rhodes, John A., Jr.**
Future Utilization of the Continuing Education Unit in Conferences, Institutes, Short Courses, Workshops, Seminars, and Special Training Programs Within the Southern Association of Colleges and Schools.
ED 106 539
- Ribisl, Paul M.**
Exercise Prescription.
ED 107 659
- Richard, Pamela**
How to Protect Your Rights in Television and Radio.
ED 107 225//
- Richards, I. A.**
Techniques in Language Control.
ED 107 141//
- Ridgway, Robert W.**
University of Kansas Special Education Instructional Materials Center. Final Technical Report.
ED 107 083
- Riegel, R. Hunt**
Reliability of Children's Sorting Strategies Using Alternate Forms of the Sort Test. Research Report No. 68.
ED 107 706
- Riggs, Walter A.**
Acura-Touch: Instructor's Guide for Professional Supermarket Checkers.
ED 106 648
- Riles, Wilson**
Educational Leadership in an Era of Accountability.
ED 106 941
- Riley, Pamela M., Comp.**
The Cloze Procedure--A Selected Annotated Bibliography.
ED 106 749
- Rink, Otho P.**
An Investigation Into the Effects of Background Music in a Dramatic Television Presentation on University Students' Perception and Retention of Cognitive Content.
ED 107 213
- Rizzo, William A.**
An Assessment of U.S. Navy Tactical Team Training. Final Report.
ED 107 303
- Robbins, Carol A.**
Behavioral Outcomes for Predelinquents Receiving Behavioral, Generic, or No Counseling.
ED 106 676
- Robbins, Wayne R.**
A Guide for Community School Advisory Councils.
ED 106 926
- Roberts, Eric**
Critical Feedback in Self-Instructional Course: Need, Nature, and Effects.
ED 107 251
- Roberts, Thomas Bradford**
Transpersonal Psychology in Education.
ED 107 626
- Robinson, Richard**
The Video Primer: Equipment, Production and Concepts.
ED 107 310//
- Rockwell, Linda, Ed.**
EMR Curriculum Guide: Junior High and Senior High.
ED 107 055
- Rodgers, Ron**
Item and Total Score Characteristics and Correlates of the JIM Scale.
ED 107 705

- Rodriguez, Robert**
Struggle for Independence: Mexico's Rebellion Against Spain. Social Studies. A Teacher's Guide for Grades 1-9. ED 107 580
- Roebuck, Flora N.**
Effects of Training in Interpersonal Skills: Research Summary. National Consortium for Humanizing Education Interim Report No. 4. ED 106 733
Maintaining Reliability in a Longitudinal Study. National Consortium for Humanizing Education, Interim Report No. 1. ED 106 730
Polynomial Representation of Teacher Behavior. ED 106 718
Response Surface Analysis. National Consortium for Humanizing Education, Interim Report No. 3. ED 106 732
- Romer, Nancy**
Sex Differences in the Development of the Motive to Avoid Success, Sex Role Identity, and Performance in Competitive and Non-Competitive Conditions. ED 106 688
- Rookey, T. Jerome**
Needs Assessment: Needs and Goals -- Model: East Stroudsburg. Project NAMES Workbook. ED 106 989
- Rosenblatt, Paul C.**
Television Watching and Family Tension. ED 107 249
- Rosenbluth, Lucille**
The New York City Infant Day Care Study Design. ED 107 360
- Rosonke, Richard, Ed.**
State of the Art: Diagnosis and Treatment. ED 107 068
- Rott, Robert K.**
Evaluation of Instructional Objectives; Course Design Instrument No. 1: Instructional Objectives. ED 107 714
- Roudabush, Glenn E.**
Models for a Beginning Theory of Criterion-Referenced Tests. ED 107 702
- Rouse, William B.**
A Mathematical Model of the Illinois Interlibrary Loan Network: Project Report Number 2. ED 107 287
- Rubin, Dorothy**
Teaching Elementary Language Arts. ED 106 866//
- Rubin, Louis, Ed.**
The Future of Education: Perspectives on Tomorrow's Schooling. ED 107 569//
- Rubin, Rhea**
Bibliotherapy: Trends in the United States. ED 107 284
- Rummel, Lynda**
Animal and Human Communication. ED 106 883
- Ruschmeier, Veronica M., Ed.**
EMR Curriculum Guide: Junior High and Senior High. ED 107 055
- Russell, William**
The Black Population: Location, Migration and Education. ED 107 744
- Ruthstein, Joel S.**
Using the Morgan Library; a Tour and Exercise. ED 107 265
- Rynders, John E.**
The Severe Nature of Verbal Learning Deficits in Preschool Down's Syndrome (Mongoloid) Children. Research Report No. 69. ED 107 003
- Saad, Geti, Comp.**
Selected Bibliography of Educational Materials in Pakistan, Vol. 8, No. 1, 1974. Period Covered January-March 1974. ED 107 593
- Sadek, Carmen Sanchez**
The Acquisition of the Concept of Grammatical Gender in Monolingual and Bilingual Speakers of Spanish. ED 107 134
- Sakamoto, Takashi**
Present State of Technological Innovation in Higher Education of Japan. ED 107 270
- Salerno, Carmine A.**
Five Years of Special Education and Psychiatry in Suburbia: A Review, Survey, and Critique. ED 107 070
- Samalonis, Bernice, Comp.**
Some Sources of Bibliographies Pertaining to Women's Studies. ED 106 707
- Samers, Bernard N.**
Evaluation of Methodology for Estimating the Cost of Air Force On-The-Job Training. Final Report. ED 107 730
- Samuels, S. Jay**
Initial Field Test and Feasibility Study of the Hypothesis/Test Word Recognition Procedures in the Special Education Classroom. Research Report No. 74. ED 107 008
- Sanders, Jean E.**
Improving the Performance of Educational Managers. Working Paper Series. ED 106 893
- Santos, Janet**
Televote; A New Civic Communication System. ED 107 300
- Sardina, Kathleen, Ed.**
Sesame and You, Two--A Teacher's Helper: A Revised Guide to Accompany a Videotape Package of Twenty Sesame Street Mini Shows. ED 107 015
- Sauls, Judith M.**
Exploring National Assessment Data Using Singular Value Decomposition. ED 107 720
- Sawyer, Barbara**
The Role of the Wife in Farm Decisions. Rural Sociology Monograph Number 5. ED 106 533
- Schechter, Daniel S.**
Agenda for Continuing Education: A Challenge to Health Care Institutions. ED 106 527//
- Schell, Leo M.**
Fundamentals of Decoding for Teachers. ED 106 767//
- Schiffman, Harold F.**
Reader for Advanced Spoken Tamil, Parts 1 and 2. ED 107 099//
- Schill, William John**
Analysis of Pronouncements, Theories, and Research on Career Counseling. ED 106 740
Is Your LPN Program Keeping P.A.C.E.? ED 107 334
- Schimmel, David**
Legal Literacy and Teacher Education: A Case Approach Based on the Rights of Teachers and Students. ED 107 672
- Schipper, William V.**
Special Education, Competency, and the Problem of Administration. ED 107 073
- Schmidt, Nancy J.**
African Outreach Workshop 1974. ED 107 644
Evaluating Materials About Africa for Children. ED 107 262
- Schreiber, Rachel**
Assessment of a Self-Instructional Conversion Model for Elementary Schools. Final Report. ED 107 245
- Schroeder, Paul E.**
Curriculum, Demonstration and Installation Studies: Information Sources. Bibliography Series No. 25. ED 106 518
Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources. Bibliography Series No. 24. ED 106 521
Guidance, Counseling, Placement, and Follow Through Systems: Information Sources. ED 106 522
Local Administration of Vocational Education: Information Sources. Bibliography Series No. 22. ED 106 520
State Administration of Vocational Education: Information Sources. Bibliography Series No. 21. ED 106 519
- Schubert, George W.**
The Length of Time Necessary to Obtain a Representative Sample of Clinician-Client Interaction. ED 107 064
- Schuegraf, Ernst J.**
A Minicomputer as Front End Processor for an Automated Library System. ED 107 208
Organization of a Retrospective Document Retrieval System Based on Fragments. ED 107 207
- Schulz, Renate A.**
Approaches to the Testing of Communicative Competence. ED 107 108
- Schwartz, Melvin**
The Cooperative Distributive Education Program for Employers of Cooperative Distributive Education Students. ED 106 481
- Schweinhart, Lawrence J.**
Word Meaning in Human Development. ED 107 381
- Seefeld, James**
Information Service. ED 107 277
- Scott, Ralph**
Family Size and Learning Readiness Profiles of Socioeconomically Disadvantaged Preschool Whites. ED 107 358
The Influence of Family Size on Learning Readiness Patterns of Socioeconomically Disadvantaged Preschool Blacks. ED 107 385
- Scott, Roger O.**
Objectives and Structure of the SWRL Reading Program, Blocks 1-8. Technical Note No. 3-72-42. ED 106 768
- Sealey, Robert D.**
Declining Enrollments: Implications. ED 106 942
- Seaton, Richard W.**
Architectural Simulation: A Mini-bib. Exchange Bibliography No. 200. ED 106 950
- Seifert, Keith**
Family Size and Learning Readiness Profiles of Socioeconomically Disadvantaged Preschool Whites. ED 107 358
- Seifert, Berniece**
Juvenile Delinquency. ED 106 744
- Seltamo, Lella**
Scholastic Learning Problems of Skolt Lapp Children: Intellectual and Motivational Readiness, School Achievement and Official Plans for Schooling. ED 107 382

- Sexton, Carl N.**
The University as the Administrative Unit for Arranging Inservice Work Experiences of Occupational Education Teachers. Final Report.
ED 106 457
- Shabowich, Stanley A.**
An Approach to Assessment of Quality of a University Library Collection.
ED 107 308
- Shaffer, Earl R., Comp.**
Some Sources of Bibliographies Pertaining to Women's Studies.
ED 106 707
- Shapiro, Edna**
Observing and Assessing Infant Day Care Environment.
ED 107 361
- Shapiro, Johanna**
Socialization of Sex Roles In The Counseling Setting: Differential Counselor Behavioral and Attitudinal Responses to Typical and Atypical Female Sex Roles.
ED 106 727
- Shaycoft, Marion F.**
The "Closed School-Cluster" Method of Selecting a Probability Sample.
ED 107 725
- Shekletski, Robert James**
The Effectiveness of an Additional Basic Language-Development Program on the Science Academic Achievement of Low-Achieving Kindergarten Pupils.
ED 107 465//
- Shelly, Walter L.**
The Videotape As a Teaching Aid in State and Local Government.
ED 107 589
- Shepardson, Richard D.**
Praise and Criticism--A Sticky Issue.
ED 107 649
- Sheppard, N. Alan**
The Perceived Role of Institutions of Higher Education in Serving the Aging.
ED 107 180
- Sherrill, Claudine**
Mainstreaming in Physical Education: A Positive Approach.
ED 107 615
- Shiels-Djouadi, Marie**
Reappraisal of the Voicing Constraint in Consonant Cluster Simplification.
ED 107 145
- Shoup, Robert E.**
Source of Preparatory Orientation of High School Students in Northeastern Indiana to Issues Involved in Marriage and Family Living.
ED 107 575
- Shriver, Edgar L.**
Evaluating Maintenance Performance: The Development and Tryout of Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report for Period January 1969-May 1974.
ED 107 698
- Shymansky, James A.**
Science Foundations: A Science Program for the Non-Science Student. Technical Report No. 4.
ED 107 509
- Siedentop, Daryl**
Behavior Modification.
ED 107 614
Humanism and Behaviorism in Physical Education; A Dialogue.
ED 107 640
- Sievert, Joe**
Las Palomitas Preschool for the Handicapped. Guide.
ED 107 066
- Simmons, Robert M.**
A Library User's Guide to ERIC.
ED 107 311
- Sinclair, Robert L.**
Critical Awareness for Improvement: The School and You.
ED 106 983
- Sinnett, William E.**
The Application of DACUM in Retraining and Post-Secondary Curriculum Development. Second Edition.
ED 106 479
- Skinner, Kenneth A.**
Economic and Social Coping Strategies of Foreign Students. Research Bulletin, Volume 15, No. 23.
ED 107 198
- Slamecka, Vladimir**
Semiotic Foundations of Information Science. Progress Report Number 1.
ED 107 229
- Slater, Margaret**
Short Course Assessment and Evaluation in the Library/Information Field. Aslib Occasional Publication No. 15.
ED 107 271//
- Slaughter, Helen B.**
Effect of Parent Involvement in an Early Intervention Program Upon Environmental Process Variables Related to Achievement.
ED 107 373
- Slavick, Carol A.**
Coping with Teen-Age Parents.
ED 106 919
- Sleep, Gerald**
Career Activities in Science: Grades 7-12.
ED 106 546
- Smith, Edward L.**
The Teaching and Transfer of Seriation Strategies Using Non-Visual Variables with First Grade Children.
ED 107 489
- Smith, Helen G.**
An Evaluation of Doris Katz' Home Economics 134.
ED 107 718
- Smith, James A.**
Creative Teaching of Reading in the Elementary School. 2nd Edition.
ED 106 766//
- Smith, Marshall S., Ed.**
Assessment of Reading Comprehension, Panel 5; Conference on Studies in Reading (Washington, D.C., August 1974).
ED 106 831
Semantics, Concepts, and Culture, Panel 1; Conference on Studies in Reading (Washington, D.C., August 1974).
ED 106 830
- Smith, Raymond C.**
Discipline, Corporal Punishment, and Suspension.
ED 106 920
- Smith, Vernon H.**
Optional Alternative Public Schools.
ED 106 918
- Snyder, Milton L.**
Optional Year-Round Plan in Prince William County, Virginia.
ED 106 943
- Sola, Janet**
Task Structure and Cognitive Tempo Influence on Organizational Memory in Children.
ED 106 722
- Sole, Carlos A.**
Summary of Results of Student Evaluation Survey: Lower Division Spanish, Fall Semester 1973.
ED 107 125
- Sollie, Ray**
Perceived Occupational Goal Blocks of Southern Youth.
ED 107 394
- Solmon, Lewis C.**
Man and Women Graduate Students: The Question of Equal Opportunity. Final Report.
ED 107 186
- Soper, Dorothy B.**
Educational Programs That Work. A Catalogue of Demonstration Sites of Successful Educational Programs Developed through the New Jersey Elementary and Secondary Education Act, Title III Program. 1974-75 Edition.
ED 107 671
ESEA, Title III Dissemination Program Evaluation Report, 1972-73, 1973-74. Sections I and II.
ED 107 655
- Sorand, Christian**
La Reforme de l'enseignement superieur (Higher Education Reform).
ED 107 094
- Spencer, Barbara G.**
Occupational Prestige Among the Choctaw Indians.
ED 107 393
- Spencer, Gregory J.**
Use of Computer-Assisted Instruction for Interpersonal Skill Training: A Pilot Study.
ED 107 238
- Spicer, Christopher**
The Identification of Communication Competencies Required by Future Businesspersons: An Application of the Delphi Method.
ED 106 888
- Spolsky, Bernard, Ed.**
Testing Language Proficiency.
ED 107 161
- Spuck, Dennis W.**
The Structure and Management of Individualized Instruction.
ED 107 220
- Srivastava, R. D.**
Innovation in Management of Primary School Construction--A Case Study. Educational Building Report 3.
ED 106 948
- Stambler, Moses**
Design for a Performance Based Adult Education Community Coordinating Agency.
ED 106 490
- Stanley, Charles J.**
The Impact of the Pratt Decision on Black Public Colleges: Florida's Commitment.
ED 107 167
- Stanton, Vida Cummins**
ERIC Newsletters: Their Content, Uses and Users.
ED 107 234//
- Staples, I. Ezra, Ed.**
Impact of Decentralization on Curriculum: Selected Viewpoints.
ED 107 616
- Starkey, Kathryn**
Experimenter Effect in a Study of Racial Identification by Urban Kindergarten Children.
ED 107 376
- Starr, B. James**
Psychosocial Maturity: A Preliminary Examination of Validation Techniques. Report No. 157.
ED 107 712
- Start, K. B.**
Promotion and Careers in Teaching.
ED 107 621//
- Stasz, Cathleen**
Field-Independence and the Structuring of Knowledge in a Social Studies Minicourse.
ED 107 565
- Steers, Richard M.**
Task Goal Attributes, n Achievement, and Supervisory Performance. Technical Report No. 30.
ED 106 499
- Steiner, Florence**
Performing with Objectives.
ED 107 140//
- Stephens, Beth, Ed.**
Training the Difficult Retardate.
ED 107 033

304 Author Index

- Stepp, Robert E., Jr.**
Midwest Regional Media Center for the Deaf.
Final Technical Report. ED 107 081
- Stevens, Joe B.**
On the Process and Consequences of Job Rationing in Oregon's Declining Wood Products Industry. WRDC Discussion Paper No. 4. ED 106 494
- Stewart, James T.**
The Motivational Component of Stated Expectancies in Children at Two Developmental Levels. ED 106 739
- Stiegler, Laird Bartlett**
Effects of Explanatory Versus Non-Explanatory Feedback on a Basic Electricity Program Used in the Tenth Grade. ED 107 447//
- Stodkowski, Wladyslaw, Ed.**
Selected Bibliography of Polish Educational Materials. Volume 13, Number 1, 1974. ED 107 586
- Stone, Harriette K.**
The Effect of the Open Classroom Environment on Locus of Control. ED 107 224
- Stoops, Lorena Virginia**
A Study of Tracking as a Multiple Option Approach in the Department of Natural Science at Michigan State University. ED 107 451//
- Stratford, Dick**
English at Narrabri High School, Volume 2. ED 106 852
- Straub, William F.**
Lifetime Sports Instruction Offered to Pupils in New York State Public Secondary Schools. ED 107 625
- Strellsguth, William O.**
National Regional Resource Center of Pennsylvania. Final Technical Report. ED 107 079
- Stuart, Nina G.**
Educational Goals of Northeast Alabama High School Seniors: An Historical Comparison. ED 107 386
Residential Projections of Northeast Alabama Youth: A Historical Comparison. ED 107 387
- Stutsman, Galen**
Professors as Teacher Trainers. Career and Technology Education Monograph Series No. 1. ED 106 485
- Stutz, Frederick H.**
Community Reaction to Educational Change. Social Sciences, Education, Number 3. ED 107 545
- Summers, Anita A.**
Equality of Educational Opportunity Quantified: A Production Function Approach. ED 107 736
Intradistrict Distribution of School Resources to the Disadvantaged: Evidence for the Courts. ED 107 735
- Summers, Gene F.**
Industrial Invasion of Nonmetropolitan America. A Quarter Century of Experience. ED 107 409
- Surlin, Stuart H.**
A Cross-Cultural Comparison of Viewer Agreement with Opinionated Television Characters. ED 106 884
- Swearingen, Phil**
Summary of Mountain County Labor Market and Its Implications for Vocational Programs at Columbia Junior College. Part 1 of Labor Market Planning for Vocational Education Programs of Columbia Junior College. ED 107 339
- Sylves, David, Ed.**
Sesame and You, Two--A Teacher's Helper: A Revised Guide to Accompany a Videotape Package of Twenty Sesame Street Mini Shows. ED 107 015
- Tamura, Kyoko**
Japan and America: A Comparative Study in Language and Culture. ED 107 138//
- Tate, Eugene D.**
A Cross-Cultural Comparison of Viewer Agreement with Opinionated Television Characters. ED 106 884
- Taveggia, Thomas C.**
Job Specialization, Work Values and Worker Dissatisfaction. Technical Report No. 29. ED 106 495
- Taylor, D. R. F.**
Bibliography on Computer Mapping. Exchange Bibliography No. 263. ED 106 957
- Taylor, James R.**
A Comparison of the Adaptive Behavior of Retarded Individuals Successfully and Unsuccessfully Placed in Group Living Homes. ED 107 034
- Thomas, Earl W.**
A Grammar of Spoken Brazilian Portuguese. ED 107 137//
- Thomas, Sharon N., Comp.**
Culture Based Curriculum for Young Indian Children. ED 107 389//
- Thompson, Gayle**
Subject Classification. ED 107 273
- Thorn, Lorraine**
Exploring Teachers' Centers. ED 107 601
- Thornell, John G.**
Individual Differences in Cognitive Style and The Guidance Variable in Instruction. ED 106 705
- Thorsland, Martin Nils**
Formative Evaluation in an Audio-Tutorial Physics Course with Emphasis on Intuitive and Analytic Problem Solving Approaches. ED 107 464//
- Thum, Gladys E.**
Bias Against Women in American Educational History--A Propaganda Analysis. ED 106 856
- Thurlow, Martha L.**
Measurement of Weight Unit: A Formative Evaluation. Research Report No. 77. ED 107 010
- Torres, Scottie**
The Role of the Institutional School Representative: Massachusetts State Department of Education. ED 106 982
- Townsel, Charles W.**
Curriculum Designed for Urban Education--Cognitive Style Mapping of Students. ED 107 743
- Tringo, John L.**
New England Special Education Instructional Materials Center. Final Technical Report. ED 107 082
- Trithart, Lee**
1971-72 Tryout of the Level 2 Composition Skills Exercises. ED 106 860
- Trivedi, Harish**
An Alternative System of Subject Classification for Media Libraries. ED 107 275
- Trueba, Henry T.**
Controversial Aspects of Bilingual Education. ED 107 132
- Trybus, Raymond J.**
Reported Emotional/Behavioral Problems Among Hearing Impaired Children in Special Educational Programs: United States, 1972-73. (Series R, No. 1). ED 107 037
- Tuchscherer, Jerry**
Career Awareness Exemplary Project. Final Program Report. ED 106 559
- Tudor, Dean**
Planning-Programming-Budgeting Systems: Revised Edition Including Exchange Bibliographies No. 121 and No. 183. Exchange Bibliography No. 289. ED 106 964
- Tutolo, Daniel J.**
Classroom Techniques to Evaluate Advertising in Magazines. ED 106 873
- Tyack, Dorothy**
Some Notes on Lee and Canter's "Developmental Sentence Scoring: A Clinical Procedure for Estimating Syntactic Development in Children's Spontaneous Speech." Papers and Reports on Child Language Development, No. 4. ED 107 113
- Ulrich, Roger E.**
Toward Experimental Living. ED 107 548
- Unwin, Richard**
The Story of Self-Help Enterprises (SHE). A History of Self-Help Housing in the San Joaquin Valley. ED 107 404
- Upshaw, Kathryn Jane**
John Updike and Norman Mailer: Sport Inferences. ED 107 665
- Useem, Michael**
The Creation and Impact of Linkages Between the Social Sciences and the Federal Government. Final Report. ED 107 564
- Valla, Dianne C.**
The Perceived Role of Institutions of Higher Education in Serving the Aging. ED 107 180
- Vanderpool, J. Alden**
Competency/Performance-Based Certification: The Latest Scientific Management Effluvia? Or the Answer for Which We Have Waited? ED 107 597
- Van Lancker, Diana**
Heterogeneity in Language and Speech: Neurolinguistic Studies. Working Papers in Phonetics, No. 29. ED 107 160//
- Varland, Gerald L.**
Organization and Administration of the Department of Research and Development in the Cincinnati Public Schools. ED 106 896
- Vassar, William G.**
Connecticut's Comprehensive Model for the Education of the Gifted and Talented. ED 107 058
- Vatter, Ethel L.**
Structural Change in the Occupational Composition of the Female Labor Force. ED 106 543
- Venezky, Richard**
On-Line Diagnosis of Reading Difficulties. Technical Report No. 327. ED 106 765
- Verhoven, Peter J.**
Career Education: The Leisure Occupations Cluster. Information Series No. 86. ED 106 534
- Veroff, Joseph**
Varieties of Achievement Motivation. ED 106 737
- Vetter, Louise**
Career Guidance Materials: Implications for Women's Career Development. Research and Development Series No. 97. ED 106 542
- Vickery, Patricia L.**
A Study of Close Interpersonal Relationships. ED 106 889

- Villareal, Patricia**
The Federal Civil Rights Enforcement Effort—1974. Volume I: To Regulate in the Public Interest. ED 107 754
- Vinton, Dennis A.**
Career Education: The Leisure Occupations Cluster. Information Series No. 86. ED 106 534
- Volkmar, Cara B.**
University of Southern California Instructional Materials Center for Special Education. Final Technical Report. ED 107 086
- Volpe, Richard**
Social Experience and the Development of Social Cognition in Orthopedically Disabled and Non Disabled Children. ED 106 991
- Vonderhaar, Kathleen**
Tests for Adult Basic Education Teachers. "28 Suggestions for Classroom Teachers". ED 107 715
- Wackman, Daniel B.**
Analyzing Sequential Interaction Data: Two Empirical Studies. ED 106 891
Education in Basic Interpersonal Communication Skills. ED 106 892
- Wagner, Thomas E.**
Urban Appalachian School Children: The Least Understood of all. Working Paper No. 6. ED 107 737
- Wagner-Gough, Judy**
Comparative Studies in Second Language Learning. CAL-ERIC/CLL Series on Language and Linguistics, No. 26. ED 107 157
- Walkmeyer, John E., Jr.**
Market Scenarios and Alternative Administrative Frameworks for U.S. Educational Satellite Systems. Memorandum No. CG-75/2. ED 107 268
- Wallace, Les**
Audience Response to Speech Analysis Following Televised Political Messages. ED 106 890
- Wallat, Cynthia, Comp.**
Early Childhood Education: Organization of Reference Topics for Use in Undergraduate Courses. ERIC 1967-Spring 1973. (A Selective Listing). ED 107 371
- Waller, Adrian**
Theatre on a Shoestring. ED 106 882//
- Walters, Nancy R.**
Parents: Key People to Assist in Occupational Decision Making (Project Number 1100). Final Report. ED 106 687
- Wang, Peter Chin-tang**
Some Extra Problems That the Bilingual Teachers of Chinese Children Should Consider. ED 107 112
- Ware, William B.**
Assistance to Local Follow Through Programs. Annual Report. ED 107 349
- Warner, Fred S.**
Citizens' Handbook on Washington Public School Administration and Finance. Revised. ED 106 910
- Wasil, Raymond A.**
Model for Implementation of School Placement Services. ED 106 477
Model for Implementation of School Follow-Up System. ED 106 478
Model for School Pre-Employment Activities. ED 106 476
- Waters, William M., Jr.**
The Secondary School Mathematics Curriculum. ED 107 529
- Watson, Bernard C.**
In Spite of the System: The Individual and Educational Reform. ED 107 739//
- Watson, Edward D.**
An Investigation of the Effects of a Graduate Course on the Modification of Teacher Behavior. ED 107 646
- Wattenbarger, James L.**
Central Administration in Multi Unit Community Colleges. ED 107 328
- Weatherman, Richard**
A Field Centered Competency Based Education Model. ED 106 940
Special Education Administration Training Project Program Description. ED 106 523
- Weiner, Alan S.**
Development of Selective Attention in Reflective and Impulsive Children. ED 106 723
- Weinrach, Stephen G.**
Toward an Integrated Elementary School Curriculum through Career Awareness Activities. ED 106 712
- Weisgerber, Robert A.**
Educational Evaluation of the Optacon (Optical-to-Tactile Converter) as a Reading Aid to Blind Elementary and Secondary Students. Final Report. ED 107 294
- Weissenberg, Peter**
The Relationship Between Psychological Differentiation and Perceptions of Supervisory Behavior. ED 106 487
- Welch, Thomas Alfred**
Prediction of Grades and Satisfaction Using the Strong Vocational Interest Blank. ED 107 708//
- Wellman, Barry**
Community-Network-Communication: An Annotated Bibliography. Exchange Bibliography Nos. 282-283. ED 106 963
- Wernegreen, Johannes Oscar**
An Exploratory Study of Changes in Concepts as Measured by a Semantic Differential Instrument During a College Physical Science Course for Nonscience Students. ED 107 459//
- West, Felicia E.**
The Devil's Millhopper: A Resource for Developing Field Studies. Resource Monograph No. 2. ED 107 480
Resource Guide for Field Study of the Cedar Keys Area on Florida's Gulf Coast. Resource Monograph No. 5. ED 107 482
Resource Guide for Field Study: St. Augustine to Flagler Beach. Resource Monograph No. 4. ED 107 481
- Wexler, Kenneth**
Learning: Theoretic Foundations of Linguistic Universals. Social Science Working Paper No. 60. ED 107 155
- Wheelbarger, Johnny J.**
Black Religion: A Bibliography of Fisk University Library Materials Relating to Various Aspects of Black Religious Life. ED 107 309
- Wheeler, James O.**
Bibliography on Geographic Thought, Philosophy, and Methodology, 1950-1974. Geography Curriculum Project Occasional Paper No. 3, Revised. ED 107 561
- Whisnant, David M., Ed.**
Wisconsin's Lake Superior Basin Water Quality Study. Supplement. Technical Report No. 2. ED 107 477//
- Whitaker, Donald**
A Guide for Community School Advisory Councils. ED 106 926
- Whitaker, Marilyn**
Community-Network-Communication: An Annotated Bibliography. Exchange Bibliography Nos. 282-283. ED 106 963
- White, Charles J., III, Ed.**
The \$3 Game: A Guidebook on the Funding of Law-Related Educational Programs. Working Notes, No. 7. ED 107 554
- Whitten, Phillip, Ed.**
Anthropology: Contemporary Perspectives. [And] Instructor's Manual to Accompany Anthropology: Contemporary Perspectives. ED 107 588//
- Whittington, Marna C.**
Job Readiness Posture Scales: A New Tool to Aid in Transition from Enrollee to Worker Status. ED 107 700
Vocational Opinion Index. ED 107 697//
- Wicker, Allan W.**
Theoretical Developments Pertaining To Personal Space and Crowding. ED 106 693
- Wilcox, Hayes E.**
The Educational Cooperative: Exceptional Children Activities. ED 107 036
- Wilcoxon, Reba, Ed.**
Demonstration and Research Center for Early Education (DARCEE). ED 107 384//
- Wilday, Carl A.**
Custodial Management Practices in the Public Schools. Research Bulletin No. 19. ED 106 913//
- Wilkins, Diane**
The Future: A Bibliography of Issues and Forecasting Techniques. Exchange Bibliography No. 279. ED 106 962
- Wilkinson, Etta Lou**
Bridging the Gap: The Twin Cities Native American Community. ED 107 412
- Wilks, Yorick**
Natural Language Understanding Systems Within the A. I. Paradigm: A Survey and Some Comparisons. ED 107 147
- Willett, Lynn H.**
Assessing Impact of Institutional Studies. ED 107 202
- Williams, Hill, Jr.**
The Effects of High Intensity Exercise on Overall Leg Strength of Non-Sickel-Cell-Trait and Sickel-Cell-Trait Individuals. ED 107 638
- Williams, Joanna P.**
Training Kindergarten Children in Tactile-Kinesthetic Skills Assumed to Be Related to Reading. Final Report. ED 107 372
- Williams, R. David**
ATS-F and Man: A Course of Study: An Experiment in Satellite Application to Statewide Instructional Methodology. ED 107 256
Library Information Network Experiment with ATS-F Satellite Telecommunications. ED 107 255
- Williams, Ralph L., Jr.**
[Sound-Word-Sentence-Meaning Song Cards]. ED 106 789
- Willner, Peter T.**
The Role of the Institutional School Representative: Massachusetts State Department of Education. ED 106 982

306 Author Index

- Willman, H.**
An Experiment in the Batch Processing of Retrospective Searches. ED 107 289//
- Wilson, Charles F.**
The Case For and Against Tenure. ED 106 944
- Wilson, Gary B.**
Origin and Effectiveness of Social Approval and Social Disapproval Cues in Persuasive Communication. ED 106 885
- Wilson, Russell C.**
The Use of the Adjective Check List to Describe the Adult Basic Education Student. ED 106 541
- Wilson, Russell Charles**
Effectiveness of Teaching Electricity to High School Students by Varied Class Time Sequences and Teaching Materials. ED 107 448//
- Wilson, Thurlow R.**
Disabled Veterans of the Vietnam Era: Employment Problems and Programs. Technical Report No. 75-1. ED 106 526
- Windham, Gerald O.**
Occupational Prestige Among the Choctaw Indians. ED 107 393
- Winkles, L. Kathleen**
Las Palomitas Preschool for the Handicapped. Guide. ED 107 066
- Winne, Philip H.**
A Critical Review of Experimental Studies of Teacher Questions and Student Achievement. ED 107 629
- Winston, Susan**
Flowcharting. A Beginning Mathematics Unit. ED 107 492//
- Withers, F. N.**
Standards for Library Service: An International Survey. ED 107 286//
- Wolf, Abraham**
A Self-Help Program for One Parent Households. Final Report. ED 106 473
- Wolf, Lois C.**
The Development of Levels of Abstraction in Children's Thinking about Complex Social Problems. ED 107 562
- Wolfe, Barbara L.**
Equality of Educational Opportunity Quantified: A Production Function Approach. ED 107 736
Intradistrict Distribution of School Resources to the Disadvantaged: Evidence for the Courts. ED 107 735
- Wolfe, William G.**
University of Texas Special Education Instructional Materials Center. Final Technical Report. ED 107 084
- Wolff, Kathryn, Ed.**
Science Books, Volume 10 Number 4. ED 107 512//
- Womer, Frank B.**
1973 Assessment Workshops: Final Report. ED 107 710
- Wong, Martin R.**
Different Strokes: Models of Drug Abuse Prevention Education. ED 106 743
- Wood, Jean, Ed.**
College of Education Libraries and Higher Education. Selected Papers Delivered at DES/ATCDE/LA Joint Conference Held at the Windermere Hydro, Bowness-on-Windermere, Westmorland, 16th to 19th October 1973. ED 107 272
- Wood, Paula**
Principals and Teacher Consultants Can Be a Team. Final Report of an Institute. ED 107 032
- Woodward, Stanley**
The American Super-8 Revolution; Guide to Creative Filmmaking in the Classroom. ED 107 307
- Worley, A. Douglas**
A Plan to Provide Education in Collective Bargaining for Community College Personnel at Pensacola Junior College. ED 107 318
- Worner, Roger B.**
Criterion-Referenced Curricular Decision-Making; Critical Computer Applications. ED 107 212
- Wozniak, R. H.**
Psychology and Education of the Learning Disabled Child in the Soviet Union. Research Report No. 78. ED 107 011
- Wurman, Richard Saul**
A Guidebook to Guidebooks. An Urban Environmental Education Resource Book. ED 107 469//
- Wynar, Bohdan S., Ed.**
American Reference Books Annual 1975. Volume 6. ED 107 235//
- Yasutake, Joseph Y.**
The Effects of Pacing and Mode of Adjunct Questions on Short and Long Term Retention of Writin Materials. ED 107 731
- Yavarkovsky, Jerome**
The Columbia University Management Program. ED 107 283
- Yawkey, Thomas Daniels**
Play of the Young Child and Day Care Workers: A Piaget Justification. ED 107 366
- Yegge, John Frederick**
The Adoption of an Innovation in Physics Teaching: A Study of Factors Related to the Adoption of the Project Physics Course in American High Schools. ED 107 453//
- Yiannakis, Andrew**
Birth Order and Preference for Dangerous Sports Among Males. ED 107 628
- Yoder, Anita**
Eco: An Island Simulation Game. [Includes Packet of Population Education Materials]. ED 107 472//
- Young, D. Parker, Ed.**
Higher Education: The Law and Parameter for Action. Proceedings. ED 107 181
- Young, Darrell D.**
Retention Studies Since 1960. ED 107 490
- Young, Kenneth E.**
Accreditation Issues in Teacher Education. SCIP No. 1. ED 107 643
- Young, Vivienne**
Patterns of Dropping Out. Toronto Board of Education Research Service Number 129. ED 106 720
- Zachert, Martha Jane K.**
The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 1: The Federal Library Model. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. ED 107 204
The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 2: Participant's Resource-Log. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. ED 107 205
The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 3: Director's Guide. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. ED 107 206
- Zehrbach, R. Reid**
A Comparison of Different Approaches for Educating Young Gifted Children. (RAPYD II Project). ED 107 052
- Zeigler, Sherilyn K., Ed.**
Perspectives on Advertising Education: Curricula, Research-Descriptive, Research-Experimental, Industry/Educators' Cooperation, Special Interest Areas, and Instruction; Proceedings of the 1974 National Conference for University Professors of Advertising at the Univ. of Rhode Island. ED 106 865

Institution Index

307

This index lists the titles of documents under the institution responsible for them. The index is arranged in alphabetical sequence by the name of the university, agency, association, etc. As shown in the example below, the accession number is displayed below and to the right of the title number. Additional information about the document can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Sacramento State College, Calif.

Iconic Signs and Symbols in Audiovisual Communication, An Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

Abt Associates, Inc. Cambridge, Mass.

National Home Start Evaluation. Interim Report 4: Program Analysis.

ED 107 379

The National Home Start Evaluation. Interim Report 4: Summative Evaluation Results.

ED 107 380

ACKCO, Inc., Boulder, Colo.

So That All Indian Children Will Have Equal Educational Opportunity, Volume 1. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.

ED 107 398

So That All Indian Children Will Have Equal Educational Opportunity, Volume 2. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.

ED 107 399

So That All Indian Children Will Have Equal Educational Opportunity, Volume 3. USOE/BIA Study of the Impact of Federal Funds on Local Education Agencies Enrolling Indian Children.

ED 107 400

Agricultural Research Service (DOA),

Washington, D.C.

Exploring Your Sense of Smell. Science Study Aid No. 10.

ED 107 513

Air Force Human Resources Lab., Brooks

AFB, Texas.

SOPHIE: A Sophisticated Instructional Environment. Final Report for Period January 1974 through June 1974.

ED 107 298

Air Force Human Resources Lab., Lackland

AFB, Tex. Occupational Research Div.

Relative Validity of Two Item Formats for Obtaining Length of Service Data from Job Inventories. Interim Report, July '71-August '73.

ED 107 703

Air Force Human Resources Lab., Lowry

AFB, Colo. Technical Training Div.

The Effects of Pacing and Mode of Adjunct Questions on Short and Long Term Retention of Written Materials.

ED 107 731

Air Force Human Resources Lab., Wright-Patterson AFB, Ohio. Advanced Systems Div.

Evaluating Maintenance Performance: The Development and Tryout of Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report for Period January 1969-May 1974.

ED 107 698

American Academy of Advertising, Knoxville, Tenn.

Perspectives on Advertising Education: Curricula, Research--Descriptive, Research--Experimental, Industry/Educators' Cooperation, Special Interest Areas, and Instruction; Proceedings of the 1974 National Conference for University Professors of Advertising at the Univ. of Rhode Island.

ED 106 865

American Academy of Political and Social Science, Philadelphia, Pa.

Language and Area Studies Review. Monograph 17.

ED 107 101//

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Ideas Identified and Distributed through Project IDEA.

ED 107 632

Physical Education '73.

ED 107 599

American Alliance for Health, Physical Education, and Recreation, Washington, D.C. National Association for Sport and Physical Education.

Coaches' Manual.

ED 107 617

American Association for Jewish Education, New York, N.Y.

The American Jewish Experience: A Graded, Annotated Bibliography for Grades 7-12, Part Two. [And] Jews in Israel and in Other Lands Abroad: A Graded, Annotated Bibliography for Grades 7-12, Part Three.

ED 107 587//

American Association for the Advancement of Science, Washington, D.C.

Science Books, Volume 10 Number 4.

ED 107 512//

American Association of Colleges for Teacher Education, Washington, D.C.

Assessment and Research in Teacher Education: Focus on PBTE. PBTE Monograph Series No. 17.

ED 107 600

American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.

The \$3 Game: A Guidebook on the Funding of Law-Related Educational Programs. Working Notes, No. 7.

ED 107 554

Law-Related Education in America: Guidelines for the Future. Report of the American Bar Association Special Committee on Youth Education for Citizenship.

ED 107 555

Media: An Annotated Catalogue of Law-Related Audio-Visual Materials. Working Notes No. 8.

ED 107 553

American Council on Education, Washington, D.C. Policy Analysis Service.

Federal Student Loan Programs. Policy Analysis Service Reports. Vol. 1, No. 1.

ED 107 189

New Concepts of Student Access. Policy Analysis Service Reports. Vol. 1, No. 3.

ED 107 190

American Council on the Teaching of Foreign Languages, New York, N.Y.

ACTFL Workshop Proceedings: Black Literature of French Expression.

ED 107 103

Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12.

ED 107 100

American Indian Lawyer Training Program, Inc., Washington, D.C.

Indian Tribes as Governments. An Analysis of Governing Institutions of Selected Indian Tribes: Report on a Research Project Conducted by a Team of Indian Lawyers and Law Students--June through August, 1974.

ED 107 422

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Educational Evaluation of the Optacon (Optical-to-Tactile Converter) as a Reading Aid to Blind Elementary and Secondary Students. Final Report.

ED 107 294

- Televote; A New Civic Communication System.
ED 107 300
- American Institutes for Research in the Behavioral Sciences, Washington, D.C.**
The Evaluation of Dropout Prevention Programs.
ED 107 716
- American Learning Corp., Huntington Beach, Calif.**
[The Reading Game: Long Beach, California; Rosamond, California; and Los Angeles, California.]
ED 106 847
- American Library Association, Chicago, Ill. Reproduction of Library Materials Section.**
RLMS Micro-File: Current State of Catalog Card Reproduction.
ED 107 281//
RLMS Micro-File: Current State of Catalog Card Reproduction. Supplement 1.
ED 107 282//
- American Newspaper Publishers Association Foundation, Washington, D.C.**
An Alternative System of Subject Classification for Media Libraries.
ED 107 275
Information Service.
ED 107 277
Library Files: Open or Closed to Readers?
ED 107 276
Photo Storage and Retrieval.
ED 107 278
Subject Classification.
ED 107 273
Will Microfilm and Computers Replace Clippings?
ED 107 274
- American Univ., Washington, D.C. Law Inst.**
Evaluative Research in Corrections; A Practical Guide.
ED 106 698
- Anaheim City School District, Calif.**
A Demonstration Project for Target Area Children.
ED 106 843
- Ann Arbor Public Schools, Mich.**
Assessment of a Self-Instructional Conversion Model for Elementary Schools. Final Report.
ED 107 245
- Appalachia Educational Lab., Charleston, W. Va.**
Career Decision-Making Program: Interim Product Report.
ED 106 563
The Educational Cooperative: Exceptional Children Activities.
ED 107 036
- Appalachian Regional Commission, Washington, D.C.**
1974 Annual Report of the Appalachian Regional Commission.
ED 107 415
- Appalachian State Univ., Boone, N.C.**
A Competency Based Special Education Undergraduate Internship at Western Carolina Center for the Mentally Retarded.
ED 107 046
- Arizona State Dept. of Library and Archives, Phoenix.**
Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, and Coconino -- 1971/72.
ED 107 401
Final Report to the Four Corners Regional Commission on Mobile Library Services to Navajo, Apache, & Coconino Counties -- 1972/73.
ED 107 402
- Arizona State Univ., Tempe.**
Algorithms: A New Tool for Educational Technology.
ED 107 241
Visual and Auditory Information Processing Aspects of the Acquisition of Flying Skill.
ED 106 659
- Arizona State Univ., Tempe. Dept. of Educational Psychology.**
Visual and Auditory Information Processing in Flying Skill Acquisition. Final Report for Period July 1973 through June 1974.
ED 107 246
- Arizona State Univ., Tempe. Indian Education Center.**
An Annotated Bibliography of Selected Projects, Theses, and Dissertations on the American Indian by Arizona State University Students from 1943-1974.
ED 107 425
- Arkansas Agricultural Experiment Station, Fayetteville.**
Impact of Job Development on Poverty in Four Developing Areas, 1970. Agricultural Economic Report No. 225.
ED 107 408
- Arkansas State Dept. of Education, Little Rock.**
Man and Environment.
ED 107 484
- Arkansas State Dept. of Higher Education, Little Rock.**
Biennial Report. 1971-73 Biennium.
ED 107 164
- Associates for Research in Behavior, Inc., Philadelphia, Pa. Science Center.**
A Guide to the Operation of a Basic and Clerical Skills Program for AFCD [Aid to Families With Dependent Children] Trainees.
ED 106 474//
A Self-Help Program for One Parent Households. Final Report.
ED 106 473
Vocational Opinion Index.
ED 107 697//
- Association for Computing Machinery, New York, N.Y.**
Data: Its Use, Organization and Management. Proceedings of the Regional Conference of the Association for Computing Machinery, San Francisco, California, April 17-18, 1975.
ED 107 269//
- Association for Educational Data Systems, Washington, D.C.**
Discovery; New Worlds of Educational Data Systems. AEDS Proceedings, Virginia Beach, Virginia, April 29 through May 2, 1975.
ED 107 237
- Association for Supervision and Curriculum Development, Washington, D.C.**
Impact of Decentralization on Curriculum: Selected Viewpoints.
ED 107 616
Needs Assessment: A Focus for Curriculum Development.
ED 107 619
- Association of American Colleges, Washington, D.C.**
A Survey of Research Concerns on Women's Issues.
ED 107 753
- Association of American Geographers, Washington, D.C.**
Preparing Others to Profess: A Trial Year. Director's Report, Project on Teaching and Learning in Graduate Geography, Phase I (July 1973 to June 1974).
ED 107 552
- Association of American Geographers, Washington, D.C. Commission on College Geography.**
A Basic Geographical Library: A Selected and Annotated Book List for American Colleges. Publication No. 2.
ED 107 591
The Underdevelopment and Modernization of the Third World. Commission on College Geography. Resource Paper No. 28.
ED 107 546//
- Association of Departments of English, New York, N.Y.**
The Ph.D. in English and Foreign Languages: A Conference Report.
ED 107 093
- Association of Research Libraries, Washington, D.C.**
The Future of Card Catalogs: Report of a Program Sponsored by the Association of Research Libraries, January 18, 1975.
ED 107 210
- Association of School Business Officials, Chicago, Ill. Research Corp.**
Custodial Management Practices in the Public Schools. Research Bulletin No. 19.
ED 106 913//
- Association of Special Libraries and Information Bureaux, London (England).**
Short Course Assessment and Evaluation in the Library/Information Field. Aslib Occasional Publication No. 15.
ED 107 271//
- Association of Teachers in Colleges and Departments of Education, Bristol (England). Library Section.**
College of Education Libraries and Higher Education. Selected Papers Delivered at DES/ATCDE/LA Joint Conference Held at the Windermere Hydro, Bowness-on-Windermere, Westmorland, 16th to 19th October 1973.
ED 107 272
- Atlanta Public Schools, Ga.**
[Atlanta Right to Read Project.]
ED 106 824
- Atomic Energy Commission, Oak Ridge, Tenn. Div. of Technical Information.**
Atomic Fuel, Understanding the Atom Series. Revised.
ED 107 517
Nuclear Reactors. Revised.
ED 107 523
- Atomic Energy Commission, Washington, D. C. Office of Information Services.**
Atomic Power Safety.
ED 107 518
A Bibliography of Basic Books on Atomic Energy. Update.
ED 107 519
Controlled Nuclear Fusion.
ED 107 520
Direct Conversion of Energy.
ED 107 521
Nuclear Power Plants. Revised.
ED 107 522
Radioactive Wastes. Revised.
ED 107 524
- Auburn Univ., Ala. Agricultural Experiment Station.**
Educational Goals of Northeast Alabama High School Seniors: An Historical Comparison.
ED 107 386
Marital and Procreative Projections of Northeast Alabama Youth: A Historical Comparison, 1966-1972.
ED 107 388
Residential Projections of Northeast Alabama Youth: A Historical Comparison.
ED 107 387
- Australian Council for Educational Research, Hawthorn.**
The IEA Science Project: Science Achievement in Three Countries--Australia, the Federal Republic of Germany and the United States.
ED 107 532//
A Study of Concrete and Formal Operations in School Mathematics: A Piagetian Viewpoint.
ED 107 499//
- Ball State Univ., Muncie, Ind. Dept. of Library Science.**
A Survey of Responsibilities of Indiana Public High School Audiovisual Personnel.
ED 107 203
- Baltimore County Board of Education, Towson, Md.**
Project Successful Beginning.
ED 106 786
- Behavioral Publications, Inc., New York, N.Y.**
Middle-Level Workers: Characteristics, Training and Utilization of Mental Health Associates. Community Mental Health Monograph Series No. 8.

- ED 106 647//
Berryessa Union Elementary School District, San Jose, Calif.
 Project Aloha. Annual Evaluation Report. ED 106 821
- Biological Sciences Curriculum Study, Boulder, Colo.**
 Planning Curriculum Development: With Examples from Projects for the Mentally Retarded. ED 107 020
- Boeing Computer Services, Inc., Seattle, Wash.**
 Less Equals More: Coaching/Prompting CAI as a Tool Technology. ED 107 243
- Boise City Independent School District, Idaho.**
 Boise Structured Tutoring Program. ED 106 799
- Boston Univ., Mass. New England Special Education Instructional Materials Center.**
 New England Special Education Instructional Materials Center. Final Technical Report. ED 107 082
- Bowen (A.L.) Children's Center, Harrisburg, Ill.**
 The Mentally Retarded Enjoy Libraries Too. ED 107 293
- Bowling Green State Univ., Ohio. Career and Technology Education Graduate Faculty.**
 Professors as Teacher Trainers. Career and Technology Education Monograph Series No. 1. ED 106 485
- Brick Town Township Board of Education, N.J.**
 Plan for Implementation of Extended School Year. ED 106 990
- British Columbia Univ., Vancouver. Adult Education Research Centre.**
 Adult Education in British Columbia. ED 106 626
 The Role of the Wife in Farm Decisions. Rural Sociology Monograph Number 5. ED 106 533
 Teaching English as an Additional Language to Older People: A Case Study. ED 106 535
- Bronx Community Coll., N.Y.**
 Attrition and Student Progress at Bronx Community College, September 1970 to August 1974. Research Report No. BCC-2-75. ED 107 343
- Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.**
 Title I Migrant Education Program. Education Briefing Paper. ED 107 413
- Bureau of Indian Affairs (Dept. of Interior), Aberdeen, S. Dak. Aberdeen Area Office.**
 Aberdeen Area Final Evaluation Report, ESEA Title I Project, Fiscal Year 1974. ED 107 414
- Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.**
 Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Descriptive Analysis). Research and Evaluation Report Series No. 22.01. ED 107 444
 Evaluation Report of Indian Education Administrator Training Program at Universities of Harvard, Penn State, and Minnesota. (Graphic Description). Research and Evaluation Report Series No. 22.02. ED 107 445
- Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.**
 Career Development Opportunities for Native Americans. ED 107 424
- Federal Indian Policies ...from the Colonial Period through the Early 1970's.** ED 107 420
- Bureau of Outdoor Recreation (Dept. of Interior), Washington, D.C.**
 Bicycling and Hostels. ED 107 631
- Bureau of the Census (DOC), Suitland, Md. Population Div.**
 Characteristics of American Youth: 1974. Current Population Reports, Special Studies, Series P-23, No. 51. ED 107 567
 Persons of Spanish Origin in the United States: March 1974. Population Characteristics, Current Population Reports, Series P-20, No. 280. ED 107 397
- Caddo Parish School Board, Shreveport, La.**
 Eden Gardens Kindergarten Program. ED 106 835
- Calcasieu Parish School System, Lake Charles, La.**
 Answers for Parents of the Child with Learning Disabilities. Showing and Telling It Like It Is! ED 107 030
- California Agency for Research in Education, Burlingame.**
 Maximum Salaries Paid Substitutes, Adult Education, Extended Day, and Summer Session 1974-1975. ED 106 971
- California Council on Teacher Education, Sacramento.**
 The State of the Thought. ED 107 647
- California State Dept. of Education, Sacramento. Bureau of Program Planning and Development.**
 Focus on Promising Practices of Needs Assessment. ED 107 745
- California State Dept. of Education, Sacramento. Div. of Special Education.**
 Guidelines for the Training of Special Education Teachers: The Report of a Special Study Institute. ED 107 043
- California State Univ., Fresno.**
 Minority Trainees on Speech Satellite Teams: A Manual of Organization and Instruction. ED 107 022
- California Univ., Davis. Dept. of Applied Behavioral Sciences.**
 Patterns of Living in California's Migrant Labor Families. Research Monograph No. 12. ED 107 359
- California Univ., Irvine. Graduate School of Administration.**
 Individual Reactions to Work: The Compensatory and Spillover Models Re-Examined. Technical Report No. 32. ED 106 496
 Job Specialization, Work Values and Worker Dissatisfaction. Technical Report No. 29. ED 106 495
 Task Goal Attributes, Achievement, and Supervisory Performance. Technical Report No. 30. ED 106 499
 Work and Nonwork: A Review of Theory and Empirical Research. Technical Report No. 31. ED 106 497
- California Univ., Irvine. Physics Computer Development Project.**
 Current Status of the Physics Computer Development Project. ED 107 201
 Two New Graphic Computer Dialogs for Teachers. ED 107 200
- California Univ., Irvine. School of Social Sciences.**
 Learning: Theoretic Foundations of Linguistic Universals. Social Science Working Paper No. 60. ED 107 155
- California Univ., Los Angeles.**
 Man and Women Graduate Students: The Question of Equal Opportunity. Final Report. ED 107 186
- California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.**
 Commitment to the Nontraditional Student. Topical Paper No. 51. ED 107 327
 Riding the Wave of New Enrollments. Topical Paper No. 50. ED 107 326
- California Univ., Los Angeles. Phonetics Lab.**
 Heterogeneity in Language and Speech: Neurolinguistic Studies. Working Papers in Phonetics, No. 29. ED 107 160//
- California Univ., San Diego. Dept. of Linguistics.**
 Review of Thomas G. Bever, "A Survey of Some Recent Work in Psycholinguistics." Linguistic Notes from La Jolla, No. 3. ED 107 126
- California Univ., Santa Barbara. Dept. of Mathematics.**
 Mathematics and Sex. ED 107 535
- Carnegie Corp. of New York, N.Y.**
 Foundations and Public Policy Formation. ED 107 563
- Cassadaga Valley Central Schools, Sinclairville, N.Y. Right to Read Center.**
 Sinclairville Right to Read SILO [Sinclairville Individualized Learning Organizer]. ED 106 784
- Catholic Univ. of America, Washington, D.C.**
 State Regulation of External Degree Programs. ED 107 192
- Catholic Univ. of America, Washington, D.C. Dept. of Library Science.**
 The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 1: The Federal Library Model. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. ED 107 204
 The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 2: Participant's Resource-Log. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. ED 107 205
 The Governmental Library Simulation for the Study of Administration of a Special Library. Course 1, Part 3: Director's Guide. Final Report, Phase II, Post-Master's Education for Middle and Upper-Level Personnel in Libraries and Information Centers. ED 107 206
- Cedar Rapids Community School District, Iowa.**
 Comprehensive Client-Centered Basic Skills and Staff Development Center (Project BASIC). ED 106 790
- Center for Applied Linguistics, Washington, D.C.**
 Guide to Programs in Linguistics: 1974-75. ED 107 131
 Testing Language Proficiency. ED 107 161
- Chamber of Commerce of the United States, Washington, D.C.**
 Career Education and the Businessman: A Handbook of Action Suggestions. ED 106 561//
- Chicago Board of Education, Ill.**
 Asian Studies Unit One: Asian Man and His Environment, Pilot Program; [And] Asian Studies Unit Two: Cultural Patterns of Asian Man, Field Test. ED 107 594//

Chicago Univ., Ill. Industrial Relations Center.

Law-Related Education in America: Guidelines for the Future. Report of the American Bar Association Special Committee on Youth Education for Citizenship.

ED 107 555

Cincinnati Public Schools, Ohio.

Career Orientation: Grade 7 and 8: A Unified Approach: Science Careers. Activity Manual.

ED 106 573

Computer-Assisted Instruction for the Blind and Deaf.

ED 107 039

Exploring Careers in Automotive Sales and Service.

ED 106 574

Exploring Careers in Building and Plant Maintenance.

ED 106 589

Exploring Careers in Education.

ED 106 577

Exploring Careers in Electricity-Electronics.

ED 106 576

Exploring Careers in Environmental Protection.

ED 106 575

Exploring Careers in Food Preparation and Services.

ED 106 584

Exploring Careers in Graphic Reproduction and Printing Occupations.

ED 106 581

Exploring Careers in Health and Medicine.

ED 106 587

Exploring Careers in International Travel, Trade and Communications.

ED 106 586

Exploring Careers in Law Enforcement.

ED 106 592

Exploring Careers in Music.

ED 106 585

Exploring Careers in Ornamental Horticulture.

ED 106 582

Exploring Careers in Photography.

ED 106 578

Exploring Careers in Public and Civil Service Occupations.

ED 106 579

Exploring Careers in Radio and Television Program Production.

ED 106 583

Exploring Careers in Textile Manufacturing and Services.

ED 106 588

Exploring Careers in Visual Advertising Services.

ED 106 580

Exploring Careers in Writing for the Market.

ED 106 590

Exploring Writing Careers in Journalism.

ED 106 591

Independent Career Education. Grades 9-10.

ED 106 671

City Coll. of San Francisco, Calif.

Measured Aptitudes vs Self-Rating in Identifying Occupations.

ED 107 335

Trends in Expressed Educational Objectives, 1968-1973 [and] Students "Undecided" as to Educational Objectives.

ED 107 340

City Univ. of New York, N.Y. City Coll.

A Curriculum Guide for Ninth Grade in Environmental Science. First Rough Draft.

ED 107 495//

Water Pollution, Environmental Science Curriculum Guide Supplement.

ED 107 496//

City Univ. of New York, N.Y. City Coll.

Workshop Center for Open Education. Recollections of a One-Room Schoolhouse (An Interview with Marian Brooks).

ED 107 431

Clemson Univ., S.C. Dept. of Agricultural Economics and Rural Sociology.

Aspirations, Expectations, and Attitudes of South Carolina High School Students.

ED 107 406

Clovis Unified School District, Calif.

[Weldon Elementary School Reading Program.]

ED 106 818

College of DuPage, Glen Ellyn, Ill.

Buffering Action of Advisory Committees in Tech Programs.

ED 107 317

Colorado State Dept. of Education, Denver. Div. of Special Education Services.

Education of Handicapped Children; Status Report: School Year 1973-74 and Midyear 1974-75.

ED 107 026

Colorado State Univ., Ft. Collins. Dept. of Education.

Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '74.

ED 106 458

Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Second-Year Report: FY '74.

ED 106 459

Project ACT (Adult Competency Training): Region VIII Adult Education Staff Development: Mid-Year Report: FY '75.

ED 106 460

Colorado State Univ., Ft. Collins. Libraries.

Using the Morgan Library; a Tour and Exercise.

ED 107 265

Colorado State Univ., Ft. Collins. Univ. Counseling Center.

A Study of Counseling Center Hiring Practices: What Does It Take for a Woman to be Hired? Student Development Report Volume XII, Number 1, 1974-75.

ED 106 692

Columbia Junior Coll., Calif.

Labor Market Identification Model; Procedure in Labor Market Planning for Vocational Education Programs of Columbia Junior College.

ED 107 338

Summary of Mountain County Labor Market and Its Implications for Vocational Programs at Columbia Junior College. Part 1 of Labor Market Planning for Vocational Education Programs of Columbia Junior College.

ED 107 339

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Adoption of Innovation in Urban Schools. Final Report.

ED 107 748

Columbia Univ., New York, N.Y. ERIC

Clearinghouse on the Urban Disadvantaged.

Human Relations in the Classroom: An Annotated Bibliography. Supplement 4. ERIC-CUE Urban Disadvantaged Series, Number 41.

ED 107 732

Columbia Univ., New York, N.Y. Inst. of Administrative Research.

Tests and Employment Discrimination.

ED 107 733

Columbus City School District, Ohio.

Primary Language Development-Pre-Kindergarten Component.

ED 106 841

Commission des Communautés Européennes (Luxembourg).

For a Community Policy on Education. Bulletin of the European Communities, Supplement 10/73.

ED 107 543//

Education in the European Community (Communication from the Commission to the Council, March 11, 1974). Bulletin of the European Communities Supplement 3/74.

ED 107 544//

Commission of Professors of Adult Education.

Problem Solving in Professional Adult Education.

ED 106 672

Commission on Civil Rights, Washington, D.C.

A Better Chance to Learn: Bilingual-Bicultural Education. Clearinghouse Publication No. 51.

ED 107 417

The Federal Civil Rights Enforcement Effort--1974. Volume I: To Regulate in the Public Interest.

ED 107 754

The Federal Civil Rights Enforcement Effort--1974. Volume II: To Provide ... For Fair Housing.

ED 107 755

Federal Civil Rights Enforcement Effort--1974. Volume IV. To Provide Fiscal Assistance.

ED 107 756

Comptroller General of the U.S., Washington, D.C.

Federal Programs for Education of the Handicapped: Issues and Problems; Report to the Congress.

ED 107 019

Congress of the U.S., Washington, D.C. Senate Committee on Agriculture and Forestry.

1975 Revised Guide to the Rural Development Act of 1972. 93d Congress, 2d Session, January 1, 1975.

ED 107 441

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Education for All Handicapped Children, 1973-74, Part 4. Hearings Before the Subcommittee on the Handicapped of the Committee on Labor and Public Welfare United States Senate, Ninety-Third Congress, Second Session on S. 6 to Provide Financial Assistance to the States for Improved Educational Services for Handicapped Children. (June 17 and 24, 1974).

ED 107 060

Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.

The Status of Environmental Education in Connecticut's Elementary and Secondary Schools 1973-1974.

ED 107 483

Connecticut State Dept. of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.

Connecticut's Comprehensive Model for the Education of the Gifted and Talented.

ED 107 058

Connecticut State General Assembly, Hartford. Office of Legislative Research.

The Administration of Service Delivery Programs in Special Education in Five Connecticut Towns: The Organization and Coordination of the Planning and Placement Team Process.

ED 107 078

Consortium on Financing Higher Education, Hanover, N.H.

Federal Student Assistance: A Review of Title IV of the Higher Education Act.

ED 107 179

Cooper and Co., Stamford, Conn.

The Attractiveness of Air Force Non-Monetary Benefits. Final Report, Period July 1972 - June 1974.

ED 106 489

Evaluation of Methodology for Estimating the Cost of Air Force On-The-Job Training. Final Report.

ED 107 730

Corpus Christi Independent School District, Tex.

The Reading Emphasis Program.

ED 106 840

Cortland-Madison Board of Cooperative Educational Services, Homer, N.Y.

Steps Toward Healthy Growth. Health Education Curriculum Guide; Grades 7-9.

ED 107 663

Steps Towards Healthy Growth. Health Education Curriculum Guide; Grades 4-6.

ED 107 664

Steps towards Healthy Growth. Health Education Curriculum Guide; Grades K-3.

ED 107 669

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Mainstreaming: Teacher Training Workshops on Individualized Instruction.

ED 107 091//

Council for Exceptional Children, Reston, Va. Information Services and Publications.
Hyperactivity: A Selective Bibliography. Exceptional Child Bibliography Series No. 643.

Learning Disabilities--Elementary Level: A Selective Bibliography. Exceptional Child Bibliography Series No. 644.

Reading-Learning Disabilities: A Selective Bibliography. Exceptional Child Bibliography Series No. 664.

ED 106 997//

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Pre-School Education--Aims, Methods and Problems. Report of a Symposium (Venice, Italy, October 11-16, 1971).

ED 107 346

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe.

Council of Europe News-Letter 5/74.

ED 107 486

Council of Planning Librarians, Monticello, Ill.

Advocacy Planning: A Selected Bibliography. Exchange Bibliography No. 323.

ED 106 966

Advocacy Planning--Toward the Development of Theory and Strategy. Exchange Bibliography No. 241.

Architectural Simulation: A Mini-bib. Exchange Bibliography No. 200.

Benefit-Cost Analysis: A Select Bibliography. Exchange Bibliography No. 267.

A Bibliography and Review of Building Evaluation Schemata and Practices. Exchange Bibliography No. 470.

A Bibliography of Dissertations, Theses, and Thesis Alternatives in Planning: 1965-1970. Exchange Bibliography No. 220.

Bibliography on Computer Mapping. Exchange Bibliography No. 263.

Community Action Programs: An Annotated Bibliography. Exchange Bibliography No. 277.

Community--Network--Communication: An Annotated Bibliography. Exchange Bibliography Nos. 282-283.

Fiscal Management and Planning for Local Governments: A Selected Bibliography of Recent Materials. Exchange Bibliography No. 357.

Fluoridation Bibliography: Referendums, Public Participation in Decision-Making, and Methodologies for Attitude Perception Studies. Exchange Bibliography No. 268.

The Future: A Bibliography of Issues and Forecasting Techniques. Exchange Bibliography No. 279.

Indoor and Outdoor Space for Mentally and Physically Handicapped Children. Exchange Bibliography No. 503.

Indoor-Outdoor Space; the Transitional Areas and Their Effect on Human Behavior. Exchange Bibliography No. 517.

Integrative Forecasting: Literature Survey. Exchange Bibliography No. 252.

Local Government--Form and Reform: A Selected Bibliography. Exchange Bibliography No. 640.

ED 106 909

The Optimal Size for Discussion Groups. Exchange Bibliography No. 378.

Participation in Decision-Making: A Selected Bibliography. Exchange Bibliography No. 258.

People and Buildings--a Brief Overview of Research. Exchange Bibliography No. 301.

Planning-Programming-Budgeting Systems: Revised Edition Including Exchange Bibliographies No. 121 and No. 183. Exchange Bibliography No. 289.

Research Methods in the Behavioral Sciences: A Selected Bibliography. Exchange Bibliography No. 639.

The School in the Urban Comprehensive Plan: A Partial Bibliography. Exchange Bibliography No. 264.

A Selected Bibliography on Planned Change and Community Planning Practice: Making Things Happen. Exchange Bibliography No. 224.

Social Indicators: A Bibliography. Exchange Bibliography No. 215.

Working Bibliography on Scaling Methods Appropriate for Analysis of Space Preferences. Exchange Bibliography No. 514.

Crow Land and Livestock Association, Mont.

The Land Is Our Mother. A Summary, State-wide Indian Land Use and Policy Meeting (Crow Agency, Montana, November 14-15, 1974).

ED 107 403

Curriculum Development Project for the Educable Mentally Retarded, Lake Butler, Fla.

EMR Curriculum Guide: Junior High and Senior High.

ED 107 055

Dartmouth Coll., Hanover, N.H. Project COMPUTE.

Cognitive Psychology: A Computer-Oriented Laboratory Manual. Student Manual and Instructor Manual.

ED 106 691//

Davis Joint Unified School District, Calif.

Birch Lane Elementary School Media Services Program.

ED 106 806

Defense Civil Preparedness Agency (DOD), Washington, D.C.

Rescue Skills and Techniques.

ED 106 488

Delaware Community School Corp., Muncie, Ind.

Insight Unlimited: Catch 'em Early: A Screening, Remediation, and Developmental Program for the Whole Child.

ED 107 051

Department of Agriculture, Washington, D.C.

Progress Report on Rural Development for Fiscal Year 1970.

Rural Development: Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1971. A Report to the Congress.

Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1972. Third Annual Report to the Congress.

Rural Development: Part 1. Information and Technical Assistance Delivered by the Department of Agriculture in Fiscal Year 1973. Fourth Annual Report to the Congress.

Department of Health, Education, and Welfare, Washington, D.C.

The Supply of Health Manpower. 1970 Profiles and Projections to 1990.

ED 107 177

Department of Housing and Urban Development, Washington, D.C.

The North American Indian; A Bibliography of Community Development.

ED 107 443

Detroit Public Schools, Mich. Office of School Housing.

New Tactics for Building: Experience/Analysis/Recommendations from the Detroit Public Schools Construction Systems Program.

ED 106 939

Dickinson Public School District 1, N. Dak.

Career Awareness Exemplary Project. Final Program Report.

ED 106 559

Dissemination Center for Bilingual Bicultural Education, Austin, Tex.

Struggle for Independence: Mexico's Rebellion Against Spain. Social Studies. A Teacher's Guide for Grades 1-9.

ED 107 580

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Evaluation Reports of ESEA, Title III Projects: Final Report, FY 1972.

ED 107 693

District of Columbia Public Schools, Washington, D.C. Teacher Corps.

Flowcharting. A Beginning Mathematics Unit. Perimeter. A Mathematics Instructional Module.

ED 107 492//

Documentation Associates, Los Angeles, Calif.

Drugs and Attitude Change. Nonmedical Drug Use: Attitudes and Attitude Change. National Institute on Drug Abuse Research Issues 3.

Drugs and Family/Peer Influence. Family and Peer Influences on Adolescent Drug Use. National Institute on Drug Abuse Research Issues 4.

ED 106 715

Eastern Arizona Coll., Thatcher.

Educational Needs Assessment of Adults in the Globe-Miami Area. Final Report.

ED 107 336

Eastern Illinois Univ., Charleston. Dept. of Health Education.

The University as the Administrative Unit for Arranging Inservice Work Experiences of Occupational Education Teachers. Final Report.

ED 106 457

East Pennsboro Area School District, Enola, Pa.

Readiness Continuum.

ED 107 029

East Stroudsburg State Coll., Pa. Educational Development Center.

Needs Assessment: Needs and Goals -- Model: East Stroudsburg. Project NAMES Workbook.

ED 106 989

EBR Press, Shorewood, Wis.

A Selective Bibliography of Commercial Radio and Television Engineering.

ED 107 263

Educational Improvement Center of Northwest New Jersey, Cedar Knolls.

Individually Guided Education--Multi-School Component (IGE/MUS-E) in New Jersey 1973-1974: Evaluation Report.

ED 107 673

Educational Management Services, Inc., Minneapolis, Minn.

Model Student Assistance Programs for Kentucky. Final Report.

ED 107 178

Educational Research Council of America, Cleveland, Ohio.

The American Jewish Experience: A Graded, Annotated Bibliography for Grades 7-12, Part

Two. [And] Jews in Israel and in Other Lands Abroad: A Graded, Annotated Bibliography for Grades 7-12, Part Three.

ED 107 587//

Educational Testing Service, Princeton, N.J.
An Approximately Reproducing Scoring Scheme that Aligns Random Response and Omission. Memorandum Report for Period July 1970-July 1971.

ED 107 707

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

From Serrano to Serrano. Report No. FA.
ED 106 929

Education Commission of the States, Denver, Colo. Handicapped Children's Education Project.

Financing Education Programs for Handicapped Children: Regional Conference Highlights. Report No. 50.
ED 107 059

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Exploring National Assessment Data Using Singular Value Decomposition.
ED 107 720

English Teacher's Association of New South Wales, Ashfield (Australia).

English at Narrabri High School, Volume 2.
ED 106 852

Environmental Protection Agency, Washington, D. C.

Proposed Learning Objectives for Environmental Education.
ED 107 527

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Accountability in Guidance. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 19R.
ED 106 747

Counseling Prisoners. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 17R.
ED 106 745

Educational Advising and Vocational Choice. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 18R.
ED 106 746

Psychological and Affective Education. Searchlight: Relevant Resources in High Interest Areas. Retrospective Search 20R.
ED 106 748

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.

Ethnicity and Early Education. Catalog No. 128.
ED 107 368

ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.

Comparative Studies in Second Language Learning. CAL-ERIC/CLL Series on Language and Linguistics, No. 26.
ED 107 157

The Current Status of U.S. Bilingual Education Legislation. CAL-ERIC/CLL Series on Languages and Linguistics, No. 23.
ED 107 135

A Selected List of Instructional Materials for English as a Second Language: College Level. CAL-ERIC/CLL Series on Languages and Linguistics, No. 27.
ED 107 158

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Accreditation Issues in Teacher Education. SCIP No. 1.
ED 107 643

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

The Evaluation of Distributive Education Programs.
ED 107 717

Fairbanks North Star Borough Library, Alaska.

ARC: Alaska's Resources Challenge. An Attack on Poverty through Knowledge; A Proposal to Demonstrate the Effectiveness of Community Information Aides.
ED 107 295

Far West Lab. for Educational Research and Development, San Francisco, Calif.

The Development and Evaluation of Designing Instructional Programs Unit. Far West Series in Instructional Planning.
ED 106 974

Development and Evaluation of Evaluation for Program Improvement. Far West Series in Instructional Planning.
ED 106 977

Development and Evaluation of Planning Program Implementation: A Process Guide. Far West Series in Instructional Planning.
ED 106 976

Development and Evaluation of the Determining Instructional Purposes Training Package: Setting Goals, Analyzing Problems, Deriving Objectives. Far West Series in Instructional Planning.
ED 106 973

Development and Evaluation of the Sourcebook of Training Products in Instructional Planning and Management. Far West Series in Instructional Planning.
ED 106 975

Exploring Teachers' Centers.
ED 107 601

Options and Perspectives: A Sourcebook of Innovative Foreign Language Programs in Action, K-12.
ED 107 100

The Responsive Classroom Observation Schedule-Background and Development.
ED 107 375

Federal City Coll., Washington, D.C. Center for Graduate Studies in Teaching.

ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume I. Evaluation Report.
ED 107 691

ESEA Title I Program for 1972-73 Public Schools of the District of Columbia: Volume II. Evaluation Report.
ED 107 692

Federal Reserve Bank of Philadelphia, Pa.

Equality of Educational Opportunity Quantified: A Production Function Approach.
ED 107 736

Intradistrict Distribution of School Resources to the Disadvantaged: Evidence for the Courts.
ED 107 735

Federation International des Professeurs de Langues Vivantes.

Foreign Language Teaching and Learning Today (1975).
ED 107 154

Ferguson-Florissant School District, Ferguson, Mo.

Early Reading Success Program.
ED 106 832

Expanding Early Education: The Extended Day Kindergarten.
ED 107 367

Minority Cultures: Supplement to Primary Social Studies Guide [And] Minority Cultures: Supplement to Intermediate Social Studies Guide.
ED 107 582

FILMS, Albany, N.Y.

An Information Systems' Approach to Higher Education and Post-Secondary Degrees.
ED 107 642

Thirteen Alternative Learning Environments That Can Be Used to Evaluate the Impact of Teacher Inservice Workshops on Documented Learner Benefits.
ED 107 648

Writing Performance/Behavioral Objectives After Teaching with Them.
ED 107 641

Fisk Univ., Nashville, Tenn.

Black Religion: A Bibliography of Fisk University Library Materials Relating to Various Aspects of Black Religious Life.
ED 107 309

Florence School District 1, S.C.

Individualizing Instruction: Placing Learning Ahead of Teaching.
ED 106 813

A Language Arts Program for the Nonacademic Students on the Secondary Level.
ED 106 785

Florida Educational Research and Development Council, Gainesville.

Methodology and Techniques on How to Conduct a Drug Survey in A School or School District. Florida Educational Research and Development Council Research Bulletin, Fall, 1974.
ED 106 706

Florida State Dept. of Education, Tallahassee. Div. of Elementary and Secondary Education.

Projection Techniques for the Non-Statistically Inclined. Research Report No. 113.
ED 106 930

Florida State Dept. of Education, Tallahassee. Div. of Vocational, Technical and Adult Education.

Directory of Health Occupations Education Programs in Florida: 1974-75.
ED 106 510

Florida State Advisory Council on Vocational and Technical Education: Annual Evaluation Report: Fiscal Year 1974.
ED 106 538

Florida State Univ., Tallahassee.

Manual for Affirmative Action Program Development and Implementation in Higher Education Institutions.
ED 107 193

Florida State Univ., Tallahassee. Center for Educational Design.

Instructional Development for the Florida PLATO Project: Process and Evaluation.
ED 107 242

Florida State Univ., Tallahassee. Coll. of Education.

Community Leaders' Training in Environmental Studies: A Cooperative Community Project Funded under Title I of the Higher Education Act of 1965. Ways to Environmental Education, Final Report: 1974-1975.
ED 107 583

Ways to Environmental Education, Volume 4.
ED 107 579

Florida State Univ., Tallahassee. School of Education.

The Design of a Ph.D. Program in Instructional Systems.
ED 107 253

Florida Univ., Gainesville. Center for Latin American Studies.

Cross-Cultural Inquiry: Value Clarification Exercises. A Center for Latin American Studies Curriculum Report.
ED 107 536

Florida Univ., Gainesville. Inst. for Development of Human Resources.

Assistance to Local Follow Through Programs. Annual Report.
ED 107 349

A Cluster of Technical Teaching Skills-Acquisition through Microsimulation and Evaluation through Microteaching.
ED 107 645

Florida Univ., Gainesville. Inst. of Higher Education.

Central Administration in Multi Unit Community Colleges.
ED 107 328

Florida Univ., Gainesville. P. K. Yonge Lab. School.

The Devil's Millhopper: A Resource for Developing Field Studies. Resource Monograph No. 2.
ED 107 480

Resource Guide for Field Study of the Cedar Keys Area on Florida's Gulf Coast. Resource Monograph No. 5.
ED 107 482

- Resource Guide for Field Study: St. Augustine to Flagler Beach. Resource Monograph No. 4. ED 107 481
- Foreign Service (Dept. of State), Washington, D.C. Foreign Service Inst.**
Russian: An Active Introduction. ED 107 097
- Fort Worth Public Schools, Tex.**
The Fort Worth Plan: A Systems Approach for Continuous Progress in Reading for All Elementary Children. ED 106 812
- Framingham Public Schools, Mass.**
[Framingham Public Schools Reading Program.] ED 106 848
- Fremont Unified School District, Calif.**
[Sound-Word-Sentence-Meaning Song Cards]. ED 106 789
- Fremont Union High School District, Sunnyvale, Calif.**
Bibliography: Computers in the Mathematics and Science Classroom. ED 107 296
- Fresno City Unified School District, Calif.**
Prime Reading Program. ED 106 798
Topical Modules in Secondary Mathematics. Final Project Report. ED 107 478//
- Future Farmers of America, Washington, D.C.**
FFA International Programs. ED 106 445
Official FFA Manual for the National Organization for Students of Vocational Agriculture. ED 106 447//
Participation in Selected FFA Activities: 1973-74. ED 106 444
For Tomorrow's Agriculture: Proceedings of the National Convention of the Future Farmers of America (46th, Kansas City, Missouri, October 16-19, 1973). ED 106 446
- Gallaudet Coll., Washington, D.C. Office of Demographic Studies.**
Reported Emotional/Behavioral Problems Among Hearing Impaired Children in Special Educational Programs: United States, 1972-73. (Series R, No. 1). ED 107 037
- Geneva Area City Schools, Ohio.**
Career Education: Geneva Area City Schools. [EMR Units: What Am I Like? and From the Ground to the Table]. ED 106 602
Career Education Program: Geneva Area City Schools. [Kindergarten Units: The School, The Farm, The Family, and Transportation]. ED 106 594
Career Education Program: Geneva Area City Schools. [Grade 1 Units: Community, School, The Grocer, and The Farm]. ED 106 595
Career Education Program: Geneva Area City Schools. [Grade 2 Units: Postal Services, Our Homes, Clothing, Community Helpers, and Custodians In Our Lives]. ED 106 596
Career Education Program: Geneva Area City Schools. [Grade 3 Units: Money and Banking, Weather, The Hospital Emergency Room, and Let's Go to Town]. ED 106 597
Career Education Program: Geneva Area City Schools. [Grade 4 Units: Conservation, The World of Work, and This is My Life]. ED 106 598
Career Education Program: Geneva Area City Schools. [Grade 5 Units: Communications Through Conservation, Getting to Know Your Newspaper, and Television]. ED 106 599
Career Education Program: Geneva Area City Schools. [Grade 6 Units: Food Production, Ecology, Mind and Body, and Food Services]. ED 106 600
- Career Education Program: Geneva Area City Schools. [Grade 9 Unit: Leisure Work]. ED 106 601
- Occupations, U. S. A. ED 106 593
- George Peabody Coll. for Teachers, Nashville, Tenn. Demonstration and Research Center for Early Education.**
Demonstration and Research Center for Early Education (DARCEE). ED 107 384//
- Georgetown Univ., Washington, D.C. School of Languages and Linguistics.**
Language and International Studies. Georgetown University Round Table on Languages and Linguistics 1973. ED 107 109//
- George Washington Univ., Washington, D. C. National Advisory Council on Supplementary Centers and Services.**
Nutrition and Health. ED 107 604
- George Washington Univ., Washington, D.C. Social Research Group.**
Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Adolescence. Second Annual Report. ED 107 351
Toward Interagency Coordination: An Overview of FY '74 Federal Research and Development Activities Relating to Early Childhood. Fourth Annual Report. ED 107 352
- George Washington Univ., Washington, D.C. Special Education Instructional Materials Center.**
Mid-Atlantic Region Special Education Instructional Materials Center. Final Technical Report. ED 107 080
- Georgia Inst. of Tech., Atlanta. School of Information and Computer Science.**
Semiotic Foundations of Information Science. Progress Report Number 1. ED 107 229
- Georgia State Dept. of Education, Atlanta. Office of Instructional Services.**
Needs Assessment Package. ED 107 695
- Georgia Univ., Athens.**
[Individualized Reading and Social Science Program.] ED 106 802
- Georgia Univ., Athens. Inst. of Higher Education.**
Higher Education: The Law and Parameter for Action. Proceedings. ED 107 181
- Gila River Indian Community, Sacaton, Ariz.**
Para-Professional Training in Adult Education at Gila River Indian Community. ED 107 396
- Goodwill Industries of America, Inc., Washington, D.C.**
Volunteers in Rehabilitation. Volumes 1-12. ED 106 668//
- Grand Rapids Independent School District, Minn.**
A School District Looks at an Alternative to Half-Day, Every Day Kindergarten Programs. ED 107 347
- Greenville County School District, Greenville, S.C.**
Title I Compensatory Reading Centers. ED 106 828
- Group for Environmental Education, Philadelphia, Pa.**
A Guidebook to Guidebooks. An Urban Environmental Education Resource Book. ED 107 469//
Housing in the Urban Environment. ED 107 466
Introductory Unit to the Urban Environment. ED 107 467//
- Guelph Univ. (Ontario). Office of Continuing Education.**
Proceedings: Cable Broadcasting in the Community. April 30-May 2, 1972. ED 106 491
- Guidance Testing Associates, Austin, Tex.**
Technical Report: Tests of General Ability and Tests of Reading. Inter-American Series, Forms CE, DE, CE's, DE's. ED 107 133//
- Hackensack Public Schools, N.J.**
Environment and Space Utilization: Project LEM. ED 106 902
Organization and Curriculum: Project LEM. ED 106 901
- Hawaii Univ., Honolulu.**
A Survey of Intramural-Recreational Facilities at Four-Year Colleges and Universities in the United States. ED 107 657
- Hawaii Univ., Honolulu. Dept. of Linguistics.**
A Study of Korean Causatives. Working Papers in Linguistics, Vol. 6, No. 4. ED 107 123
- Helena Public Schools, Mont.**
The Life Career Development Program; Guidelines for Organization. ED 106 667
- Helene Fuld School of Nursing, New York, N.Y.**
Learning Center Guide; Helene Fuld School of Nursing. ED 107 233
- Higher Education Research Inst., Inc., Los Angeles, Calif.**
Man and Women Graduate Students: The Question of Equal Opportunity. Final Report. ED 107 186
- High School Geography Project, Boulder, Colo.**
Using Media to Stimulate Inquiry. Instructor's Guide and Participant's Manual. Teaching Procedures for the New Social Studies. ED 107 547
- High/Scope Educational Research Foundation, Ypsilanti, Mich.**
National Home Start Evaluation. Interim Report 4: Program Analysis. ED 107 379
The National Home Start Evaluation. Interim Report 4: Summative Evaluation Results. ED 107 380
- Hospital Research and Educational Trust, Chicago, Ill.**
Agenda for Continuing Education: A Challenge to Health Care Institutions. ED 106 527//
- Howard County Board of Education, Clarksville, Md.**
[West Friendship Elementary Reading Program: "Accept and Challenge."] ED 106 829
- Human Resources Research Organization, Alexandria, Va.**
Disabled Veterans of the Vietnam Era: Employment Problems and Programs. Technical Report No. 75-1. ED 106 526
Perspectives on Simulation and Miniaturization. Professional Paper No. 1472. ED 107 252
- Humber Coll. of Applied Arts and Technology, Toronto (Ontario). RANDA Div.**
The Application of DACUM in Retraining and Post-Secondary Curriculum Development. Second Edition. ED 106 479

314 Institution Index

Huntington Beach Union High School District, Calif.

Urban Wild: A Manual for the Development, Implementation, and Operation of Nature Centers on School Campuses. ED 107 473//

Idaho State Dept. of Education, Boise. Div. of Instructional Improvement.

Idaho Foreign Language Guide. ED 107 142

Illinois State Office of the Superintendent of Public Instruction, Springfield.

A Collection of Games and Activities for the Instruction of Pre-Reading Skills. ED 106 780

Individualized Reading and You. ED 106 776

The Language Experience Approach Teaching Reading. ED 106 777

Illinois State Office of the Superintendent of Public Instruction, Springfield. Div. of Vocational and Technical Education.

Suggested Resource and Instructional Materials for Obtaining Information About Careers. Bulletin No. 42-974. ED 106 653

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Services Unit.

Ideas for Classroom Reading Activities. ED 106 781

Illinois State Scholarship Commission, Deerfield.

Illinois State Scholarship Commission Report. ED 107 173

Illinois Univ., Urbana.

African Outreach Workshop 1974. ED 107 644

Illinois Univ., Urbana. Bureau of Educational Research.

Computer Assisted Processing of Ethnographic Data. Volume 2 Part 1 of Final Report: Anthropological Study of Disability from Educational Problems of Puerto Rican Youths. ED 107 741

Social Structures, Ideologies, and Culture Codes in Occupational Development of Puerto Rican Youths. Volume 1 of Final Report, Anthropological Study of Disability from Educational Problems of Puerto Rican Youths. ED 107 742

Special Education: Needs--Costs--Methods of Financing. A Report of a Study. ED 106 985

Illinois Univ., Urbana. Coordinated Science Lab.

A Mathematical Model of the Illinois Interlibrary Loan Network: Project Report Number 2. ED 107 287

Illinois Univ., Urbana. Graduate School of Library Science.

Applications of Minicomputers to Library and Related Problems. Papers Presented at the 1974 Clinic on Library Applications of Data Processing, April 28-May 1, 1974. ED 107 261//

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

A Comparison of Different Approaches for Educating Young Gifted Children. (RAPYD II Project). ED 107 052

Illinois Univ., Urbana. Library Research Center.

An Evaluation of the El Centro de la Causa Library and Information Center: August 1973 through July 1974. Final Report. ED 107 291

Indianapolis Public Schools, Ind.

Indianapolis Public Schools: Special Education Comprehensive Plan. Volumes 1 and 2. ED 107 054

Indiana Univ., Bloomington. Inst. for Communication Research.

The Columbus Video Access Center: A Research Analysis of Public Reaction. ED 107 217

Indiana Univ., Bloomington. School of Education.

The Growth of Alternative Public Schools: The 1975 ICOPE Report. ED 106 898

Infant Development Center, Mission, Kans.

The Infant Development Center. ED 107 017

Innovative Systems Research, Inc., Pennsauken, N.J.

A Planning Study for the Conversion of Recorded Books and Magazines from Rigid Discs to Cassettes and Flexible Discs. Final Report. ED 107 292

Institute for the Study of Inquiring Systems, Philadelphia, Pa.

Connecticut Career Guidance Assessment, 1974. ED 106 450

Institute of Life Insurance, New York, N.Y.

Youth 1974: Finance-Related Attitudes. Report on the Institute's Third Biennial Survey of Americans Ages 14 through 25. ED 107 559

Institution of Electrical Engineers, London (England).

An Experiment in the Batch Processing of Retrospective Searches. ED 107 289//

Optimum Degree of User Participation in SDI Profile Generation. ED 107 290//

SDI Investigation, 1967-1969. Volumes 1-3. ED 107 264//

International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

The IEA Science Project: Science Achievement in Three Countries--Australia, the Federal Republic of Germany and the United States. ED 107 532//

International Business Machines Corp., Yorktown Heights, N.Y. Thomas J. Watson Research Center.

Budgeting for Libraries. ED 107 304

International Consortium for Options in Public Education, Bloomington, Ind.

The Growth of Alternative Public Schools: The 1975 ICOPE Report. ED 106 898

International Film Foundation, New York, N.Y.

The American Super-8 Revolution; Guide to Creative Filmmaking in the Classroom. ED 107 307

International Statistical Inst., Voorburg (Netherlands).

Modernism: The Extensiveness of Women's Roles and Attitudes. World Fertility Survey Occasional Papers, No. 14. ED 107 574

Inter Naciones, Bonn (West Germany).

The School as a Democratic Institution: The Problems of Teaching Social Studies in the Federal Republic of Germany. ED 107 590

Iowa State Dept. of Public Instruction, Des Moines.

Iowa Priority Program Areas Requiring Specialized Training of Less Than Baccalaureate Degree. ED 106 655

Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Planning for Career Education Programs: Guidelines for Local Planners. ED 106 656

Iowa State Dept. of Public Instruction, Des Moines. Educational Media Section.

Career Education: Information Packet Revision. ED 106 660

Iowa State Dept. of Public Instruction, Des Moines. Special Needs Section.

Vocational Assessment Systems: Application in Programs Serving Special Needs Populations. ED 106 654

Iowa Univ., Iowa City. Science Education Center.

The Iowa-UPSTEP Model for Science Teacher Education. ED 107 511

Science Foundations: A Science Program for the Non-Science Student. Technical Report No. 4. ED 107 509

Ithaca Coll., N.Y.

A Developmental Study of Deaf Children's Semantic System. ED 107 065

Japan Broadcasting Co., Tokyo

Educational Broadcasts of NHK. Special Issue of NHK Today and Tomorrow. ED 107 247

Japanese National Commission for UNESCO, Tokyo.

Case Studies in Special Education: Cuba, Japan, Kenya, Sweden. ED 107 048//

John Hay Whitney Foundation, New York, N.Y.

Indian Tribes as Governments. An Analysis of Governing Institutions of Selected Indian Tribes: Report on a Research Project Conducted by a Team of Indian Lawyers and Law Students--June through August, 1974. ED 107 422

Johns Hopkins Univ., Baltimore, Md. Center for the Study of Social Organization of Schools.

The Development of New Measures of Curiosity for Children. Report No. 56. ED 107 704

Psychosocial Maturity: A Preliminary Examination of Validation Techniques. Report No. 157. ED 107 712

Johns Hopkins Univ., Baltimore, Md. Office of Health Manpower Studies.

Career Patterns of Unaccepted Applicants to Medical School: A Case Study in Reactions to a Blocked Career Pathway. ED 106 448

Jordan School District, Sandy, Utah.

Interest, Needs Developmental Reading Program. ED 106 838

Kansas State Dept. of Education, Topeka.

A Study on Personal Record Management. ED 106 679

Kansas Univ., Lawrence. Inst. for Social and Environmental Studies.

The Kansas Migrant Survey: An Interpretive Profile of the Mexican-American Migrant Family. ED 107 419

Kansas Univ., Lawrence. Special Education Instructional Materials Center.

University of Kansas Special Education Instructional Materials Center. Final Technical Report. ED 107 083

Klein Independent School District, Spring, Tex.

Resource Services: Preliminary Curriculum Guide for Reading, Mathematics, Spelling, Writing, and Perceptual Development. ED 107 025

La Crosse Joint District 5, Wis.

Jefferson School Design for Right to Read. ED 106 797

Lafayette Parish School Board, La.

Communication Classes for Secondary School Pupils.

- ED 106 844
Lakeshore Technical Inst., Sheboygan, Wis.
Career Education Guide: K-14. ED 106 562
- Lewiston Independent School District 1, Idaho.**
Communication Skills through Authorship. ED 106 837
- Lincoln County Schools, Hamlin, W. Va.**
Elementary School Project for Level One: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 565
Elementary School Project for Level Two: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 566
Elementary School Project for Level Four: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 568
Elementary School Project for Level Five: Resource Unit. Lincoln County Exemplary Program in Vocational Education. ED 106 569
Resource Bibliography in Career Education: Annotated Bibliography of Locally Produced Curriculum and Instructional Materials. ED 106 564
Resource Unit for Levels Nine and Ten Using the Occupational Clusters in Career Exploration. Lincoln County Exemplary Program in Vocational Education. ED 106 572
Resource Unit for Levels Seven and Eight Using the Occupational Clusters in Career Orientation. Lincoln County Exemplary Program in Vocational Education. ED 106 571
Resource Unit—Level Six. Lincoln County Exemplary Program in Vocational Education. ED 106 570
Resource Unit—Level Three. Lincoln County Exemplary Program in Vocational Education. ED 106 567
- Linguistic Society of America, Washington, D.C.**
Guide to Programs in Linguistics: 1974-75. ED 107 131
- Little (Arthur D.), Inc., Cambridge, Mass.**
An Assessment of Drug Education-Prevention Courses in the U. S. Army. Army Research Institute Technical Paper 261. ED 106 708
- Longview Community Coll., Lee's Summit, Mo.**
PREP [Pre-Discharge Education Program]. Longview Community College-Richards-Gebaur Air Force Base, Missouri. ED 106 807
- Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.**
Enrollment and Attendance: 1965-1975. Research Report No. 75-04. ED 107 313
- Louisiana State Right to Read Commission, Baton Rouge.**
The Louisiana State Criteria of Excellence for Schoolwide Reading Programs. ED 106 779
- Louisville Univ., Ky.**
[Diagnostic-Prescriptive-Individualized (D.P.I.) Primary Reading Program]. ED 106 783
- Madison County Board of Cooperative Educational Services, Bouckville, N.Y.**
Steps Toward Healthy Growth. Health Education Curriculum Guide; Grades 7-9. ED 107 663
Steps Towards Healthy Growth. Health Education Curriculum Guide; Grades 4-6. ED 107 664
- Maine Univ., Orono. Coll. of Education.**
Maine Curriculum Guide for Career Education K-12. ED 106 492
- Mamaroneck Union Free School District 1, N.Y.**
Mamaroneck Right to Read Tutorial Program. ED 106 809
- Manchester Board of Education, N.H.**
Environmental Studies Program: A Manchester Watershed Training Project. ED 107 471
- Manitoba Univ., Winnipeg. Dept. of Agricultural and Farm Management.**
Benefits and Costs of Manpower Services in the Interlake Rural Development Area. Research Bulletin No. 72-1. ED 107 395
- Maryland State Dept. of Education, Baltimore.**
Functional Reading for Maryland. ED 106 825
- Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.**
Media Center Facility Design for Maryland Schools. ED 107 297
- Maryland State Dept. of Health and Mental Hygiene, Baltimore.**
Child Day Care Guidelines: A Collection. ED 107 370
- Maryland Univ., Baltimore.**
Television Basics for TV-ABE Institute. ED 106 470
- Maryland Univ., College Park. Natural Resources Inst.**
Maryland Environmental Education Survey. Part One: The Chesapeake Bay as an Integral Part of the Environmental Education Program. Progress Report. ED 107 475//
- Mascenic Regional Schools, Wilton, N.H.**
A Final Evaluation Report for the Five Years of Operation (1969-1974) [of the Bilingual Education Program in Greenville, New Hampshire]. ED 107 124
- Massachusetts Inst. of Tech., Cambridge. Electronic Systems Lab.**
NASIC at MIT. Final Report, 1 March 1974 through 28 February 1975. Report ESL-FR-587. ED 107 226
- Massachusetts Univ., Amherst. School of Education.**
Adult High School Diploma Programs: An Emerging Alternative. ED 106 463
- Matteson School District 162, Ill.**
Matteson Four-Dimensional Reading Project. ED 106 795
- McGill Univ., Montreal (Quebec).**
A Demystification of Syntactic Drift. Montreal Working Papers in Linguistics, Vol. 3. ED 107 120
- Mecklenburg County Dept. of Social Services, Charlotte, N.C.**
Final Evaluation of the Three Year Project of the Mecklenburg County Department of Social Services Agency Operated Child Development-Day Care Program. ED 107 383//
- Memphis State Univ., Tenn. Bureau of Educational Research and Services.**
Decision Making: An Imperative for Language Learning; Highlights of the Annual Language Arts Conference of Memphis State University (7th, Memphis, June 12-14, 1974). ED 106 854
- Memphis State Univ., Tenn. Dept. of Special Education and Rehabilitation.**
The Development of the Disability Opinion Surveys and the Social Distance Survey: Preliminary Report. ED 107 041
- Mentor Exempted Village School District, Ohio.**
[Mentor High School Reading Program.] ED 106 811
- Merrimack Education Center, Chelmsford, Mass.**
Improving the Performance of Educational Managers. Working Paper Series. ED 106 893
- Michael Reese Hospital and Medical Center, Chicago, Ill.**
Background and Treatment of the Emotional-Behavior Disorders of Children: A Bibliography of Research (1925-1970). ED 107 027
- Michigan Association for Retarded Children and Adults, Lansing.**
A Plan for Improved Services for the Developmentally Disabled in Michigan. ED 107 040
- Michigan State Dept. of Education, Lansing.**
Development and Implementation of Secondary Special Education Programs. ED 107 042
Principals and Teacher Consultants Can Be a Team. Final Report of an Institute. ED 107 032
A Recommended Guide to Students' Rights and Responsibilities in Michigan. ED 106 981
- Michigan State Dept. of Public Health, Detroit.**
A Plan for Improved Services for the Developmentally Disabled in Michigan. ED 107 040
- Michigan State Univ., East Lansing. Continuing Education Service.**
Goals and Options. Spaces for Career Preparation: Document 1. ED 106 938
Processes of Planning. Spaces for Career Preparation: Document 2. ED 106 937
- Michigan Univ., Ann Arbor. Dept. of Linguistics.**
A Study in the Relationships of "Oh," "Ah," "Say," and "Well" to Numerous Grammatical Phenomena. University of Michigan Papers in Linguistics. ED 107 106
- Michigan Univ., Ann Arbor. Dept. of Psychology.**
Remembering the Functional Sentence. ED 106 778//
.....Speak No Freewill (Piaget vs. Skinner). Developmental Program Report No. 38. ED 107 345
- Michigan Univ., Ann Arbor. Extension Service.**
A Selected List of Urban, Environmental and Social Problem Gaming/Simulations. ED 107 752
- Michigan Univ., Ann Arbor. Inst. for Social Research.**
Use of Computer-Assisted Instruction for Interpersonal Skill Training: A Pilot Study. ED 107 238
- Mid-Hudson Career Development and Information Center, Beacon, N. Y.**
Career Education: The Need and an Approach Toward Implementation. ED 106 652
- Millcreek Township School District, Erie, Pa.**
Do You Ever Feel As If You're Talking to a Brick Wall? ED 106 875
- Millersville State Coll., Pa. Educational Development Center.**
Totline Tidbits: A Special Packet of Materials. ED 107 344
- Ministry of Education, Tokyo (Japan).**
A Master Plan for the Education of the Disabled by Tokyo Metropolitan Government, 1974-75.

- ED 107 016
Minneapolis Public Schools, Minn.
 Minneapolis Public Schools Title I Reading Program.
- ED 106 817
Minnesota State Advisory Committee to the U.S. Commission on Civil Rights, St. Paul.
 Bridging the Gap: The Twin Cities Native American Community.
- ED 107 412
Minnesota Univ., Minneapolis. Dept. of Educational Administration.
 Special Education Administration Training Project Program Description.
- ED 106 523
Minnesota Univ., Minneapolis. Dept. of Foreign Language Education.
 University of Minnesota Foreign Language Curriculum Units.
- ED 107 127
Minnesota Univ., Minneapolis. Dept. of Special Education.
 Psychological Consultation: Helping Teachers Meet Special Needs.
- ED 107 092//
Minnesota Univ., Minneapolis. Office for Student Affairs.
 Economic and Social Coping Strategies of Foreign Students. Research Bulletin, Volume 15, No. 23.
- ED 107 198
 Expertness, Type of Appeal, and Influence in Counseling. Research Bulletin Volume 15, Number 3.
- ED 106 717
Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.
 The Acquisition of Sign Language in Deaf Children of Deaf Parents: Progress Report. Research Report No. 65.
- ED 107 001
 Initial Field Test and Feasibility Study of the Hypothesis/Test Word Recognition Procedures in the Special Education Classroom. Research Report No. 74.
- ED 107 008
 Measurement of Weight Unit: A Formative Evaluation. Research Report No. 77.
- ED 107 010
 Post Secondary Programs for the Deaf: I. Introduction and Overview. Research Report No. 60.
- ED 106 998
 Post Secondary Programs for the Deaf: II. External View. Research Report No. 61.
- ED 106 999
 Post Secondary Programs for the Deaf: III. Internal Views. Research Report No. 67.
- ED 107 002
 Post Secondary Programs for the Deaf: IV. Empirical Data Analysis. Research Report No. 75.
- ED 107 009
 Psychology and Education of the Learning Disabled Child in the Soviet Union. Research Report No. 78.
- ED 107 011
 Reliability of Children's Sorting Strategies Using Alternate Forms of the Sort Test. Research Report No. 68.
- ED 107 706
 A Semantic-Relational-Concepts Based Theory of Language Acquisition as Applied to Down's Syndrome Children: Implication for a Language Enhancement Program. Research Report No. 62.
- ED 107 000
 The Severe Nature of Verbal Learning Deficits in Preschool Down's Syndrome (Mongoloid) Children. Research Report No. 69.
- ED 107 003
 Summative Evaluation of the Measurement of Length Unit of the Money, Measurement and Time Program. Research Report No. 71.
- ED 107 005
 Summative Evaluation of the Measurement of Weight Unit of the Money, Measurement and Time Program. Research Report No. 72.
- ED 107 006
 Summative Evaluation of the Money Unit of the Money, Measurement and Time Program. Research Report No. 70.
- ED 107 004
 Summative Evaluation of the Time with the Clock Unit of the Money, Measurement and Time Program. Research Report No. 73.
- ED 107 007
Minnesota Univ., Minneapolis. Univ. Libraries.
 Current and Retrospective Sources of Machine Readable Monograph Cataloging Records; A Study of Their Potential Cost and Utility in Automated System Development at the University of Minnesota.
- ED 107 280
Minnesota Univ., St. Paul. Div. of Educational Administration.
 A Field Centered Competency Based Education Model.
- ED 106 940
Minnesota Univ. Technical Coll., Crookston.
 Follow-up and Evaluation of Graduates [and] Employer Evaluations of Graduates in Minnesota Collegiate-Technical Education.
- ED 107 325
Mississippi Agricultural Experiment Station, State College.
 Occupational Prestige Among the Choctaw Indians.
- ED 107 393
 Perceived Occupational Goal Blocks of Southern Youth.
- ED 107 394
Mississippi Research Coordinating Unit for Vocational-Technical Education, State College.
 Career Education Curriculum Materials: (Georgia, Mississippi, South Carolina, North Carolina).
- ED 106 608
Mississippi State Dept. of Education, Jackson. Div. of Instruction.
 Resource Guide: Specific Learning Disabilities: A Guide for Teachers and Administrators, State of Mississippi.
- ED 107 038
Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.
 Career Education Curriculum Materials: (Georgia, Mississippi, South Carolina, North Carolina).
- ED 106 608
Missouri State Dept. of Education, Jefferson City. Research Coordinating Unit.
 Career Development Guide: Grades 3-5.
- ED 106 635
 Career Development Guide: Grades 6-8.
- ED 106 636
 Career Development Guide: Grades 9-12.
- ED 106 637
 Career Development Guide: Grades K-2.
- ED 106 634
 Career Development Guide: Special Education.
- ED 106 638
 Parents: Key People to Assist in Occupational Decision Making (Project Number 1100). Final Report.
- ED 106 687
Missouri Univ., Columbia.
 The Life Career Development Program; Guidelines for Organization.
- ED 106 667
Missouri Univ., Columbia. Agricultural Experiment Station.
 Impact of Job Development on Poverty in Four Developing Areas, 1970. Agricultural Economic Report No. 225.
- ED 107 408
Missouri Univ., Columbia. Extension Div.
 An Evaluation of the Influence of the Expanded Food and Nutrition Education Program in Missouri.
- ED 106 472
Missouri Univ., Kansas City. Center for Resource Development in Adult Education.
 Tests for Adult Basic Education Teachers. "28 Suggestions for Classroom Teachers".
- ED 107 715
Montana State Univ., Bozeman. Cooperative Extension Service.
 The Land Is Our Mother. A Summary, State-wide Indian Land Use and Policy Meeting (Crow Agency, Montana, November 14-15, 1974).
- ED 107 403
Monterey Peninsula Unified School District, Monterey, Calif.
 Lippincott Basic Reading Program.
- ED 106 800
Montgomery County Public Schools, Rockville, Md.
 Exploring Business Careers: Grade 9. Bulletin No. 265.
- ED 106 515
Montgomery County R-2 Public Schools, Montgomery City, Mo.
 Career Development Guide: Grades 3-5.
- ED 106 635
 Career Development Guide: Grades 6-8.
- ED 106 636
 Career Development Guide: Grades 9-12.
- ED 106 637
 Career Development Guide: Grades K-2.
- ED 106 634
 Career Development Guide: Special Education.
- ED 106 638
Montreal Univ. (Quebec).
 A Demystification of Syntactic Drift. Montreal Working Papers in Linguistics, Vol. 3.
- ED 107 120
Moorestown Public Schools, N.J.
 Reading Improvement Program.
- ED 106 801
Mountain-Plains Education and Economic Development Program, Inc., Glasgow AFB, Mont.
 Basic Internal Accountability Design for Career Guidance: An Affective Evaluation Report: Career Guidance Report No. 1.
- ED 106 451
 Course Resource Lists.
- ED 106 456
 Curriculum Guidelines.
- ED 106 455
 Design for Field Testing of Mountain-Plains Curriculum.
- ED 106 452
 Instructor Data Reporting Procedures.
- ED 106 670
 Mountain-Plains Curriculum.
- ED 106 454
 Mountain-Plains Master Course List. Curriculum Areas: Job Titles: Learning Activity Packages: Courses: Units.
- ED 106 453
Mundelein Coll., Chicago, Ill.
 Mundelein-HICA Early Childhood Education Project. End-of-Project Summary.
- ED 107 365
Nairobi Univ. (Kenya). Inst. for Development Studies.
 Dilemmas of Development: The Village Polytechnic Movement as a Shadow System of Education in Kenya. Discussion Paper No. 156.
- ED 106 449
NAM Child Development Center, Trenton, N.J.
 The New Approach Method (NAM).
- ED 106 810
Nampa School District 131, Idaho.
 Communication Skills Improvement Center.
- ED 106 827
Nassau Library System, Garden City, N.Y.
 New Hyde Park Public Library; A Study.
- ED 107 266
National Advisory Council on Indian Education, Washington, D.C.
 The Indian Education Act of 1972. Report of Progress for the First Year of the Program.
- ED 107 439//
 Through Education: Self Determination--A Bicentennial Goal for American Indians. The Second Annual Report to the Congress of the United States from the National Advisory Council on Indian Education.
- ED 107 438

National Association for Foreign Student Affairs, Washington, D.C.

Crucial Issues in Foreign Student Education. Report of the National Association for Foreign Student Affairs.

ED 107 170

National Association for Public Continuing and Adult Education, Washington, D.C.

Final Evaluation of Region II Institute for the Training of Teachers of English as a Second Language (ESL).

ED 106 442

National Association of Educational Broadcasters, Washington, D.C.

NAEB Directory of Public Telecommunications, 1975.

ED 107 227//

National Association of Secondary School Principals, Washington, D.C.

EBCE: A Design for Career Education: Curriculum Report from the Curriculum Service Center.

ED 106 525

School Violence and Vandalism.

ED 106 987

National Board of Young Men's Christian Associations, New York, N.Y.

Valuing Families. Activity Guide.

ED 107 551

Valuing Youth. Leader's Notebook.

ED 107 550

National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

The Creation and Impact of Linkages Between the Social Sciences and the Federal Government. Final Report.

ED 107 564

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.

Expenditures and Revenues for Public Elementary and Secondary Education, 1972-73.

ED 106 911

National Center for Education Statistics (DHEW), Washington, D.C. Educational Data Standards Branch.

Combined Glossary: Terms and Definitions from the Handbooks of the State Educational Records and Reports Series.

ED 106 923

Financial Accounting System Based Upon NCES Revised Handbook II.

ED 106 924

National Center for Health Statistics (DHEW), Rockville, Md.

Hearing Levels of Youths 12-17 Years, United States. National Health Survey Series 11, No. 145.

ED 107 024

National Center for Scientific, Technical and Economic Information, Warsaw (Poland). Foreign Scientific Publications Dept.

Selected Bibliography of Polish Educational Materials. Volume 13, Number 1, 1974.

ED 107 586

National Citizens Conference on Rehabilitation of the Disabled and Disadvantaged, Washington, D.C.

An Attitudinal Study of Computer-Assisted Testing as a Learning Method.

ED 107 721

National Commission on Libraries and Information Science, Washington, D.C. National Program for Library and Information Services.

Toward a National Program for Library and Information Services: Goals for Action.

ED 107 312

National Committee on the Education of Migrant Children, New York, N.Y.

The Uniform Migrant Student Record Transfer System. A Position Paper.

ED 107 440

National Consortium for Humanizing Education, Monroe, La.

Effects of Training in Interpersonal Skills: Research Summary. National Consortium for Humanizing Education Interim Report No. 4.

ED 106 733

Interpersonal Skills Training for Teachers. National Consortium for Humanizing Education, Interim Report No. 2 (Introductory Materials).

ED 106 731

Maintaining Reliability in a Longitudinal Study. National Consortium for Humanizing Education, Interim Report No. 1.

ED 106 730

Response Surface Analysis. National Consortium for Humanizing Education, Interim Report No. 3.

ED 106 732

National Council for the Social Studies, Washington, D.C.

International Learning and International Education in a Global Age. Bulletin 47.

ED 107 566

National Council of Secondary School Athletic Directors, Washington, D.C.

Coaches' Manual.

ED 107 617

National Council of Teachers of Mathematics, Inc., Washington, D.C.

Mathematics Learning in Early Childhood.

ED 107 534

National Education Association, Washington, D.C.

The Educable Mentally Retarded Student in the Secondary School: What Research Says to the Teacher.

ED 107 047

Teacher Supply and Demand in Public Schools, 1974.

ED 107 670

National Endowment for the Arts, Washington, D.C.

Museums USA: Art, History, Science, and Other Museums.

ED 107 581

National Inst. of Education (DHEW), Washington, D.C.

Assessment of Reading Comprehension, Panel 5; Conference on Studies in Reading (Washington, D.C., August 1974).

ED 106 831

A Legislative History of the National Institute of Education.

ED 106 925

Report of the Conference on Visual Information Processing Research and Technology (Columbia, Maryland, June 10-21, 1974).

ED 106 752

Semantics, Concepts, and Culture, Panel 1; Conference on Studies in Reading (Washington, D.C., August 1974).

ED 106 830

National Inst. of Education (DHEW), Washington, D.C. Career Education Program.

Strategies for the Application of Foreign Legislation on Paid Educational Leave to the United States Scene.

ED 106 517

National Inst. of Education (DHEW), Washington, D.C. Office of Dissemination and Resources.

A Concept Paper for the School Practice and Service Program.

ED 106 936

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.

Alternative Pursuits for America's 3rd Century: A Resource Book on New Perceptions, Processes, and Programs--with Implications for the Prevention of Drug Abuse.

ED 106 716

Drugs and Attitude Change. Nonmedical Drug Use: Attitudes and Attitude Change. National Institute on Drug Abuse Research Issues 3.

ED 106 714

Drugs and Family/Peer Influence. Family and Peer Influences on Adolescent Drug Use. Na-

tional Institute on Drug Abuse Research Issues 4.

ED 106 715

National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md. National Clearinghouse for Drug Abuse Information.

Integrated Drug Abuse Management Information System Briefing Report. National Clearinghouse for Drug Abuse Information Report Series 32, Number 1.

ED 106 713

National Library of Canada, Ottawa (Ontario).

Summary of the Federal Government Library Survey Report.

ED 107 228//

National Manpower Policy Task Force, Washington, D.C.

Labor Market Analysis of Engineers and Technical Workers.

ED 106 469//

National Science Foundation, Washington, D.C.

Federal Funds for Research, Development, and Other Scientific Activities. Fiscal Years 1973, 1974, and 1975. Volume 23.

ED 107 510

Pre-College Science Curriculum Activities of the National Science Foundation. Report of the Science Curriculum Review Team, Volume 1 - Findings and Recommendations.

ED 107 530

National Science Foundation, Washington, D.C. Div. of Pre-College Education in Science.

Programs for Improving Elementary and Secondary School Education in Mathematics 1975.

ED 107 531

National Society for Autistic Children, Syracuse, N.Y.

U.S. Facilities and Programs for Children with Severe Mental Illnesses. A Directory.

ED 107 012

National Swedish Board of Education, Stockholm.

Case Studies in Special Education: Cuba, Japan, Kenya, Sweden.

ED 107 048//

The FOL Project, Collaboration Between Preschool and the Primary Level of the Compulsory School.

ED 107 350

Naval Education and Training Command, Pensacola, Fla.

Aviation Machinist's Mate R 1 and C: Rate Training Manual.

ED 106 513

IC [Interior Communications] Electrician 3 and 2: Rate Training Manual. Revised.

ED 106 514

Signalman 1 and C: Rate Training Manual. Revised.

ED 106 512

Storekeeper 1 and C: Rate Training Manual. Revised.

ED 106 511

Naval Postgraduate School, Monterey, Calif.

Prediction of Grades and Satisfaction Using the Strong Vocational Interest Blank.

ED 107 708//

Naval Training Command, Pensacola, Fla.

Machinist's Mate 1 and C: Rate Training Manual.

ED 106 658

Naval Training Equipment Center, Orlando, Fla. Training Analysis and Evaluation Group.

An Assessment of U.S. Navy Tactical Team Training. Final Report.

ED 107 303

Naval Personnel Research and Development Center, San Diego, Calif.

Symposium Proceedings--Occupational Research and the Navy--Prospectus 1980. Technical Report No. 74-14.

ED 106 646

Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Developing Career Education; 7-12 Instructional Units.

ED 106 621

Developing Career Education; Grades 3-6 Instructional Units.

ED 106 620

Developing Career Education; K-2 Instructional Units.

ED 106 619

Nebraska Univ., Lincoln. Dept. of**Educational Administration.**

Midwest Regional Media Center for the Deaf. Final Technical Report.

ED 107 081

Newark Board of Education, N.J.

[A Program to Improve the Informational Processing of Children with Reading and Learning Problems.]

ED 106 826

New Bedford Public Schools, Mass.

[Sequential Processes for Mastery of Skills in Decoding from Pre-Phonic Training to Independent Reading Competency.]

ED 106 845

New England Board of Higher Education,**Wellesley, Mass. Northeast Academic****Science Information Center.**

Northeast Academic Science Information Center (NASIC) Year 2 Report, March 1974 through February 1975.

ED 107 211

New England School Development Council,**Newton, Mass.**

Class Size and Teacher Load.

ED 107 627

New Hampshire State Dept. of Education,**Concord.**

A Developmental Approach to Career Guidance, Counseling and Placement: New Hampshire Guidelines.

ED 106 623

Developmental Career Education: Primary Years.

ED 106 624

New Jersey State Dept. of Education,**Trenton. Bureau of Occupational Research.**

Handbook of Career Information Resources.

ED 106 622

New Jersey State Dept. of Education,**Trenton. Div. of Research, Planning, and****Evaluation.**

Educational Programs That Work. A Catalogue of Demonstration Sites of Successful Educational Programs Developed through the New Jersey Elementary and Secondary Education Act, Title III Program. 1974-75 Edition.

ED 107 671

ESEA, Title III Dissemination Program Evaluation Report, 1972-73, 1973-74. Sections I and II.

ED 107 655

Pertinent Data Bulletin 1974-1975: Individually Guided Education/Multi-Unit Schools.

ED 107 624

Year-Round Education Activities in the United States. Third Annual Survey of State Education Agencies Concerning Activities in Year-Round Education in the United States.

ED 106 912

New Jersey State Dept. of Education,**Trenton. Div. of Vocational Education.**

The Cooperative Distributive Education Program for Employers of Cooperative Distributive Education Students.

ED 106 481

New Jersey Career Guidance Guide: Report of New Jersey Career Guidance Conferences, 1973-74.

ED 106 625

New Mexico State Dept. of Education, Santa Fe. Div. of Special Education.

Las Palomitas Preschool for the Handicapped. Guide.

ED 107 066

New Mexico State Univ., Las Cruces.**Claude C. Dove Learning Center.**

Las Palomitas Preschool for the Handicapped. Guide.

ED 107 066

New Mexico State Univ., Las Cruces.**Southwest Regional Resource Center.**

Navajo Education Resource Center, Many Farms, Arizona. Final Technical Report, 1973-1974.

ED 107 087

The Southwest Regional Resource Center; A Compilation in Retrospect. Final Technical Report.

ED 107 085

New Mexico State Univ., University Park.**ERIC Clearinghouse on Rural Education and Small Schools.**

American Indian Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 6.

ED 107 427

Mexican American Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 5.

ED 107 428

Rural Education, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1.

ED 107 429

Small Schools, A Selected Bibliography (with ERIC Abstracts). ERIC/CRESS Supplement No. 1.

ED 107 416

New York City Board of Education,**Brooklyn, N.Y. Bureau of Curriculum****Development.**

Wrestling: Physical Education Secondary Schools.

ED 107 609

New York City Board of Education,**Brooklyn, N.Y. Bureau of English.**

New York City Right to Read Impact Project.

ED 106 794

New York City Community Coll., Brooklyn, N.Y.

Profile Characteristics of Entering Students: 1974-75.

ED 107 341

New York State Education Dept., Albany.

A CBTE Curriculum Model and Directions for Its Assembly.

ED 107 605

A Popular History of the Origins of the Regents of the University of the State of New York.

ED 107 585

New York State Education Dept., Albany.**Bureau of Continuing Education****Curriculum Development.**

Modifying English as a Second Language Materials (for Instructing ABE Students).

ED 107 159

New York State Education Dept., Albany.**Bureau of Secondary Curriculum****Development.**

Food: Facts and Fancies.

ED 107 668

New York State Education Dept., Albany.**Div. of Curriculum Development.**

Reviewing Curriculum for Sexism.

ED 106 880

New York State Education Dept., Albany.**Div. of Educational Finance.**

Fiscal Guidelines for Federally Funded Projects.

ED 106 984

New York State Education Dept., Albany.**Div. of Library Development.**

A Directory of College and University Libraries in New York State. 1973, Eighth Edition.

ED 107 209

New York State Education Dept., Albany.**Foreign Area Materials Center.**

Self-Instructional Language Programs. A Handbook for Faculty and Students. Occasional Publication No. 20.

ED 107 098

Norfolk Public Schools, Va.

McGraw-Hill Programmed Reading Evaluation.

ED 106 805

North Carolina Bicentennial Commission,**Raleigh.**

North Carolina in the Revolutionary Era, A Resource Study Unit.

ED 107 592//

North Carolina State Dept. of Community**Colleges, Raleigh.**

North Carolina Community College System Biennial Report, 1972-1974.

ED 107 337

North Carolina State Dept. of Public**Instruction, Raleigh.**

Channels for Changing Secondary Schools. A Report from the State Superintendent's Task Force on Secondary Education. Curriculum Administration Series. Publication No. 471.

ED 106 928

North Carolina State Dept. of Public**Instruction, Raleigh. Div. of Social Studies****Education.**

North Carolina in the Revolutionary Era, A Resource Study Unit.

ED 107 592//

North Carolina Univ., Chapel Hill.

College Enrollments and Projections in North Carolina, 1975-80.

ED 107 196

Policies of Senior Colleges and Universities Concerning Transfer Students From Two-Year Colleges in North Carolina, 1974.

ED 107 174

North Carolina Univ., Chapel Hill. Frank**Porter Graham Center.**

Evaluation of an Occupational Education Model for Primary Grades.

ED 106 665

Occupational Awareness through Dramatic Play: A Curriculum Guide for Primary Grades: Parts I and 2.

ED 106 669

Planning and Programming for Handicapped Young Children; Tadscrip 4.

ED 107 021

North Carolina Univ., Charlotte. J. Murrey**Atkins Library.**

Learning Materials and Services at the University of North Carolina at Charlotte.

ED 107 260

North Dakota Univ., Grand Forks. Center**for Teaching and Learning.**

Center for Teaching and Learning Research and Staff-Development Program (Project Summary).

ED 107 353

Northland Coll., Ashland, Wis. Sigurd**Olson Inst. of Environmental Studies.**

Wisconsin's Lake Superior Basin Water Quality Study. Technical Report No. 1.

ED 107 476//

Wisconsin's Lake Superior Basin Water Quality Study. Supplement. Technical Report No. 2.

ED 107 477//

Northwestern Univ., Evanston, Ill.

Interactive Language Development Teaching: The Clinical Presentation of Grammatical Structure.

ED 106 850//

Northwestern Univ., Evanston, Ill. Center**for Urban Affairs.**

Explorations in Self-Help and Mutual Aid. Proceedings of the Self-Help Exploratory Workshop Held June 9-12, 1974, Chicago, Illinois under the auspices of the W. Clement & Jessie V. Stone Foundation.

ED 106 709

Northwest Regional Educational Lab., Portland, Oreg.

Educational Research and Development Makes a Difference in Schools. Annual Report to Members.

ED 107 223

Evaluation of the Community Experiences for Career Education Program.

ED 107 719

Oberlin Coll., Ohio.

1972 Oberlin Film Conference Selected Essays and Discussion Transcriptions, Vol. II.

ED 106 881

Occupational Safety and Health

Administration, Washington, D.C.

Principles and Practices of Occupational Safety and Health: Administrator's Manual.

ED 106 639

Principles and Practices of Occupational Safety and Health: Student Manual: Booklet One.

ED 106 640

Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Two.

ED 106 641

Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Three.

ED 106 642

Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Four.

ED 106 643

Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Five.

ED 106 644

Principles and Practices of Occupational Safety and Health: Student Manual: Booklet Six.

ED 106 645

Office of Education (DHEW), Washington, D.C. Office of Indian Education.

The Indian Education Act of 1972. Report of Progress for the Second Year of the Program.

ED 107 446

Ohio Board of Regents, Columbus.

Management Improvement Program.

Computer Services: Two Year Colleges.

ED 107 331

Personnel Management: Two Year Colleges.

ED 107 333

Planning: Two Year Colleges.

ED 107 330

Program Budgeting: Two Year Colleges.

ED 107 332

Schedule Building and Student Registration: Two Year Colleges.

ED 107 329

Ohio State Dept. of Education, Columbus.

The Assessment of Print Materials: Individualized Inservice Packet Number 1. Teaching Teen Reading Series.

ED 106 753

The Assessment of Student Groups: Individualized Inservice Packet Number II. Teaching Teen Reading Series.

ED 106 754

Individualization in the Content Areas: Individualized Inservice Packet Number VIII. Teaching Teen Reading Series.

ED 106 760

Interpretive Comprehension in the Content Areas: Individualized Inservice Packet Number IV. Teaching Teen Reading Series.

ED 106 756

Literal Comprehension in the Content Areas: Individualized Inservice Packet Number III. Teaching Teen Reading Series.

ED 106 755

The Sequence of the Reading Lesson: Individualized Inservice Packet Number VII. Teaching Teen Reading Series.

ED 106 759

The Uses of Reading and Study Skills: Individualized Inservice Packet Number IX. Teaching Teen Reading Series.

ED 106 761

Vocabulary Development in the Content Areas through Word Recognition Skills: Individualized Inservice Packet Number V. Teaching Teen Reading Series.

ED 106 757

Vocabulary Development in the Content Areas through Word Meaning: Individualized Inservice Packet Number VI. Teaching Teen Reading Series.

ED 106 758

Ohio State Dept. of Education, Columbus.

Div. of Vocational Education.

Ohio Career Development Program Inservice Procedures Manual. Final Draft.

ED 106 560

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Career Education: The Leisure Occupations Cluster. Information Series No. 86.

ED 106 534

Career Guidance Materials: Implications for Women's Career Development. Research and Development Series No. 97.

ED 106 542

Conceptualization of Prototype Placement Program.

ED 106 649

Creating an Advertising Campaign: An Evaluation Report for the Occupational Exploration Programs.

ED 106 507

Curriculum, Demonstration and Installation Studies: Information Sources. Bibliography Series No. 25.

ED 106 518

Educational Personnel for the Disadvantaged, Handicapped, and Minorities: Information Sources. Bibliography Series No. 24.

ED 106 521

Guidance, Counseling, Placement, and Follow Through Systems: Information Sources.

ED 106 522

The Health and Welfare Module: An Evaluation Report for the Occupational Exploration Program.

ED 106 509

Insurance: An Evaluation Report for the Occupational Exploration Program.

ED 106 508

Local Administration of Vocational Education: Information Sources. Bibliography Series No. 22.

ED 106 520

Manufacturing Production: An Evaluation Report for the Occupational Exploration Program.

ED 106 506

A Methodology to Assess the Content and Structure of Affective and Descriptive Meanings Associated with the Work Environment. Research and Development Series No. 98.

ED 106 657

Occupational Exploration Program: Evaluation Report Notebook--An Overview.

ED 106 502

Planning Construction Projects: An Evaluation Report for the Occupational Exploration Program.

ED 106 504

Planning Educational Programs: An Evaluation Report for the Occupational Exploration Program.

ED 106 503

Product Services Module: An Evaluation Report for the Occupational Exploration Program.

ED 106 505

State Administration of Vocational Education: Information Sources. Bibliography Series No. 21.

ED 106 519

Oklahoma Center for Alcohol Related

Studies, Oklahoma City.

Altered States of Consciousness and Alcohol.

ED 106 695

Ontario Dept. of Education, Toronto.

Visual Arts Facilities (Grades 6-13).

ED 106 903

Ontario Inst. for Studies in Education,

Toronto.

Student Social and Achievement Patterns as Related to Secondary School Organizational Structures. The Individualized System. H.S.1 Studies.

ED 106 899//

Operation Upgrade of Baton Rouge, Inc., La.

[Operation Upgrade. A Bibliography of Materials for Adult New Readers and Tutors of Adult New Readers.]

ED 106 820

Orcutt Union School District, Calif.

Patterson Road Elementary School Formula Phonics Reading Chain.

ED 106 846

Oregon Recycling Information and Organizing Network, Portland.

A Guide to Running a Recycling Project, Second Edition.

ED 107 479

Oregon School Study Council, Eugene.

Student Evaluation of Teachers and Administrators. Oregon School Study Council Bulletin, Vol. 18, No. 8.

ED 106 927

Oregon State Dept. of Education, Salem.

Impact 8 of the Title VI Programs in the State of Oregon: September 1, 1973-August 1974.

ED 107 072

Oregon State System of Higher Education, Portland.

Impact 8 of the Title VI Programs in the State of Oregon: September 1, 1973-August 1974.

ED 107 072

A Study of the Extreme Learning Problem Program in Oregon: 1971-72, 1972-73.

ED 107 071

Organisation for Economic Cooperation and Development, Paris (France).

New Patterns of Teacher Education and Tasks. General Analyses.

ED 107 602

New Patterns of Teacher Education and Tasks; Country Experience. United States.

ED 107 651

New Patterns of Teacher Education and Tasks; Country Experience. Sweden.

ED 107 652

Participatory Planning in Education.

ED 107 653

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Handbook on Curriculum Development.

ED 107 654

Otero Junior Coll., La Junta, Colo.

Department of Directed Studies. La Junta, Colorado. (Otero Junior College's Reading/Study Skills Laboratory--A Supporting Service).

ED 106 803

Pacific Association for Continuing

Education, Burnaby (British Columbia).

Canadian Adult Basic Education: An Overview. Occasional Paper No. 4.

ED 106 483

Continuing Education and North American Society. Occasional Paper No. 1.

ED 106 484

Organizing for Life-Long Learning. Occasional Paper No. 2.

ED 106 482

Parsons District Schools, Kans.

McKinley School Right to Read Project.

ED 106 808

Pennsylvania Advancement School, Philadelphia.

Housing in the Urban Environment.

ED 107 466

Introductory Unit to the Urban Environment.

ED 107 467//

Learning to Get Around. An Urban Environment Mapping Unit.

ED 107 468

Pennsylvania Higher Education Assistance Agency, Harrisburg.

Pennsylvania Higher Education Assistance Agency. Annual Report for 1973-74.

ED 107 175

Pennsylvania Higher Education Assistance Agency. Annual Report for 1972-73.

ED 107 176

Pennsylvania School Boards Association, Inc., Harrisburg.

Year-round Education: A Workable Approach.

ED 106 932

Pennsylvania State Dept. of Education, Harrisburg.

Acceptance of Ideas of Others [Number Form and Star Form].

ED 107 686//

Acceptance of Others (Number Form).

- ED 107 685//**
The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes. (Report of First Year of Program).
- ED 107 681**
The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes (Summary Report of First Year of Program).
- ED 107 690**
Pennsylvania Educational Quality Assessment Attitude Toward School Instrument.
- ED 107 683//**
Philosophy of Glasser Questionnaire.
- ED 107 689//**
School Attitude Scale (Grades 1-3).
- ED 107 682//**
School Attitude Scale (Grades 4-6).
- ED 107 684//**
Task Force Report on Two-Year Postsecondary Education in Pennsylvania.
- ED 107 342**
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Instructional Support Services.
Guidelines for the Collection Maintenance and Dissemination of Pupil Records.
- ED 106 979**
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
Citizen Advisory Committees.
- ED 106 980**
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special and Compensatory Education.
National Regional Resource Center of Pennsylvania. Final Technical Report.
- ED 107 079**
Pennsylvania State Modern Language Association.
Contemporary Puerto Rican, Cuban-in-Exile, and Mexican-American Literature in a Pluralistic Society.
- ED 107 150**
Deux provinces speciales: la bretagne et la provence (Two Special Provinces; Brittany and Provence).
- ED 107 149**
La Reforme de l'enseignement superieur (Higher Education Reform).
- ED 107 094**
Pennsylvania State Univ., University Park. Dept. of Agricultural Economics and Rural Sociology.
Children in Pennsylvania. Volume I. State Summary. Social Indicators for Human Services Series 1.
- ED 107 421**
Pennsylvania State Univ., University Park. Inst. for the Study of Human Development.
Adults as Learners: Proceedings of a Conference.
- ED 106 462**
Pennsylvania Univ., Philadelphia.
Training Kindergarten Children in Tactile-Kinesthetic Skills Assumed to Be Related to Reading. Final Report.
- ED 107 372**
Phi Delta Kappa, Bloomington, Ind. Commission of Education, Human Rights, and Responsibilities.
Inner-City Schools and the Beginning Teacher: A Dialogue.
- ED 107 738**
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
The Computer in the School. Fastback No. 58.
- ED 107 222**
Transpersonal Psychology in Education.
- ED 107 626**
Philadelphia School District, Pa.
Education for Student Concerns: Affective Education Research Project.
- ED 106 791**
Housing in the Urban Environment.
- ED 107 466**
Introductory Unit to the Urban Environment.
- ED 107 467//**
Learning to Get Around. An Urban Environment Mapping Unit.
- ED 107 468**
Prevention of Reading Disabilities through Early Diagnosis and Remediation.
- ED 106 842**
Pittsburgh Univ., Pa. Div. of Teacher Development.
Early Childhood Education: Organization of Reference Topics for Use in Undergraduate Courses. ERIC 1967-Spring 1973. (A Selective Listing).
- ED 107 371**
Policy Studies in Education, New York, N.Y.
Taxonomy and Profiles of Career Education. Volumes 1-4.
- ED 106 516**
Portland Public Schools, Oreg.
AAPS: Local Attendance Area Planning for Career Education.
- ED 106 531**
Career Education: An Idea Book.
- ED 106 529**
The Parkrose Heights and Fremont Junior High Reading Program.
- ED 106 839**
PIPS: People in Products and Services: Guidebook to Be Used with Idea Book.
- ED 106 530**
Powell Public Schools, Wyo.
Career Activities in Science: Grades 7-12.
- ED 106 546**
Career Education Materials Catalog: Grades 7-12.
- ED 106 548**
Career Orientation: Grade 8.
- ED 106 547**
Elementary Career Education Activities: K-3.
- ED 106 544**
Elementary Career Education Activities: Grades 4, 5, 6.
- ED 106 545**
Prairie View A and M Coll., Texas.
The Influence of Place of Residence on Family Disability Among Selected Populations: Southern Blacks, Western Mexican Americans, Hawaiian Ethnic, and Northeastern Whites.
- ED 107 418**
President's Committee on Mental Retardation, Washington, D.C.
Compendium of Law Suits Establishing the Legal Rights of Mentally Retarded Citizens.
- ED 107 018**
Mental Retardation and the Law: A Report on Status of Current Court Cases.
- ED 107 057**
Proctor and Gamble Co., Cincinnati, Ohio.
Basic Teaching Kit on Consumer Advertising.
- ED 107 577//**
Purdue Research Foundation, Lafayette, Ind.
Incentive Motivation Techniques Evaluation in Air Force Technical Training. Final Report for Period June 1971-April 1974.
- ED 106 467**
Purdue Univ., Hammond, Ind. Calumet Campus Library.
An Approach to Assessment of Quality of a University Library Collection.
- ED 107 308**
Purdue Univ., Lafayette, Ind.
Social Behavior Assessment of Elementary School Children--Theoretical Rationale for a Peer Rating Scale and its Role in a Longitudinal Study.
- ED 107 747**
Purdue Univ., Lafayette, Ind. Dept. of Child Development and Family Life.
The Purdue LEAD Program: Implications for Other Educational Contexts.
- ED 106 681**
Quebec Univ., Montreal.
A Demystification of Syntactic Drift. Montreal Working Papers in Linguistics, Vol. 3.
- ED 107 120**
Racine Unified School District 1, Wis.
Career Development Curriculum Guide for Intermediate Grades.
- ED 106 554**
Guide for Integrating Career Development into the Curriculum: Grades 7-9.
- ED 106 553**
Rand Corp., Santa Monica, Calif.
A Double X-Y Platform for Randsight-Type Instruments.
- ED 107 061**
An Experiment in Probabilistic Forecasting.
- ED 107 709**
Resource Allocation and Budgeting for the 1972-73 Mini-Schools of the Alum Rock Voucher Demonstration. Analysis of the Education Voucher Demonstration. A Working Note.
- ED 106 894**
Redondo Beach School District, Calif.
Andrews Elementary School Reading Improvement Program.
- ED 106 814**
Research for Better Schools, Inc., Philadelphia, Pa.
The Future of Education: Perspectives on Tomorrow's Schooling.
- ED 107 569//**
Research Triangle Inst., Durham, N.C. Center for Educational Research and Evaluation.
The Importance of Assessment Instrument Development.
- ED 107 729**
Teacher Outcomes Studies: The Development of Methods for Obtaining Teacher Estimates of Minimal and Desired Student Performance.
- ED 107 726**
Rhode Island State Dept. of Education, Providence.
Workshop in Community Leadership: Guidelines.
- ED 106 696**
Rhode Island State Dept. of Education, Providence. Div. of Development and Operations.
Needs Assessment: A Manual for the Local Educational Planner.
- ED 106 978**
Riverside Unified School District, Calif.
[Learning Achievement through Satuated Educational Resources (LASER)].
- ED 106 796**
RJ Associates, Inc., Arlington, Va.
A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume I: Americans of Spanish Origin.
- ED 107 411**
A Study of Selected Socio-Economic Characteristics of Ethnic Minorities Based on the 1970 Census. Volume 3: American Indians.
- ED 107 426**
Rocky River Public Schools, Ohio.
Student Media Center Manual.
- ED 107 221**
Rural Development Service (DOA), Washington, D.C.
Rural Development: Fourth Annual Report of the President to the Congress on Government Services to Rural America.
- ED 107 437**
Rural Development: Third Annual Report of the President to the Congress on Government Services to Rural America.
- ED 107 436**
Saint Anselms Coll., Manchester, N.H.
Environmental Studies Program: A Manchester Watershed Training Project.
- ED 107 471**
Saint Cloud State Coll., Minn. Center for Economic Education.
The Economics of Crime: A Teaching Unit for Grades 7-12.
- ED 107 572**

Saint Michael's Coll., Winooski, Vt. Library.

Basic Rules of Alphabetical Sequence Simplified. ED 107 267

Saint Paul Public Schools, Minn.

A Position Paper: Career Education. ED 106 471

San Diego County Dept. of Education, Calif.

Teaching Interpersonal Social Skills: A Prototype Manual of Activities; 1974-1975. ED 107 067

San Diego County Dept. of Education, Calif. Center for Community Education.

A Guide for Community School Advisory Councils. ED 106 926

Sanford - Lee County Schools, N.C.

Individualized Instruction in Occupational Education (The Sanford Project). ED 106 651

San Francisco Univ., Calif.

The Role of Research at the University of San Francisco: A Report to the President. ED 107 182

San Francisco Univ., Calif. Office of Institutional Studies.

The Grade of Incomplete: A Brief Review and Comment. ED 107 184

San Jose Unified School District, Calif.

Interdisciplinary Programs. ED 106 788

San Juan Unified School District, Carmichael, Calif.

Reading Instructional Management System (RIMS), Citrus Heights, California. ED 106 822

Sapulpa Public Schools, Okla.

Success through Identification and Curriculum Change. ED 106 787

School of Education, Malmo (Sweden). Dept. of Educational and Psychological Research.

Educational Technology in Special Education. Didakometry No. 43. ED 107 028

Schools Council, London (England).

Curriculum Research and Development in Science. ED 107 514

Seattle School District 1, Wash.

PRIMIR (Primary Individualized Reading). ED 106 819

Self-Help Enterprises, Visalia, Calif.

The Story of Self-Help Enterprises [SHE]. A History of Self-Help Housing in the San Joaquin Valley. ED 107 404

Sheboygan Public Schools, Wis.

Career Education Guide: K-14. ED 106 562

Social Science Research Council, Washington, D.C.

Survey Data for Trend Analysis. An Index to Repeated Questions in U. S. National Surveys Held by the Roper Public Opinion Research Center. ED 107 542

Society for Health and Human Values, Philadelphia, Pa.

Institute on Human Values in Medicine. Proceedings of the First Session, April 12-14, 1971. ED 107 537

Institute on Human Values in Medicine. Proceedings of the Second Session, April 26-28, 1972. ED 107 538

Institute on Human Values in Medicine. Third Proceedings, Southwest Regional Institute, October 17-19, 1973. ED 107 539

Institute on Human Values in Medicine. Reports of the Institute Fellows. 1973-74. ED 107 540

Institute on Human Values in Medicine. Human Values Teaching Programs for Health Professionals. ED 107 541

Southampton County Public Schools, Courtland, Va.

[Southampton County Coordinated Reading Improvement Program.] ED 106 816

South Carolina Agricultural Experiment Station, Clemson.

Aspirations, Expectations, and Attitudes of South Carolina High School Students. ED 107 406

Changes in Educational Aspirations from Sophomore to Senior Year of a State-Wide Sample of South Carolina High School Students. ED 107 405

Historical Changes in Educational Aspirations of South Carolina High School Students, 1967-1973. ED 107 407

South Carolina State Dept. of Education, Columbia.

Administrators' Guide to Public School Programs for Handicapped Children. ED 107 069

Guidelines for the Implementation of Programs for Pupils Who Are Orthopedically Handicapped. ED 107 045

The Resource Room: A Practical Approach to Providing Instruction for Mildly Handicapped Children. ED 107 044

South Dakota Career Education Project, Watertown.

Career Clusters: What They Are and How to Use Them: Counselor Guide. ED 106 616

Cluster Interest Inventory. ED 106 617

Decisions for Living: A Guide for Personal Planning. ED 106 618

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Colleges.

Future Utilization of the Continuing Education Unit in Conferences, Institutes, Short Courses, Workshops, Seminars, and Special Training Programs Within the Southern Association of Colleges and Schools. ED 106 539

Southern Regional Education Board, Atlanta, Ga.

Toward Solving Transfer Problems in Southern Universities and Colleges. ED 107 195

South Umpqua School District, Myrtle Creek, Oreg.

South Douglas County Early Childhood Education Project. Third Year Evaluation Report. ED 106 804

Southwest Network, Hayward, Calif.

The Recruitment, Channeling, and Placement of Chicano Teachers. ED 107 430

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

1971-72 Tryout of the Level 2 Composition Skills Exercises. ED 106 860

The Black Population: Location, Migration and Education. ED 107 744

Component Skills in the Word Decoding Task for the Beginning Reader: An Annotated Cross-Referenced Bibliography. Technical Note No. 2-72-03. ED 106 769

Comprehension Considerations in SWRL Reading Instruction. Technical Note No. 2-72-35. ED 106 771

Descriptions of the Structure and Ordering of Language in the Mod 2 Kindergarten Stories. Technical Note No. 2-72-34. ED 106 772

Design of the Kindergarten Program Entry Survey. ED 106 863

Development of a Dialect Differentiation Measure for Black English: A Pilot Study. ED 106 861

The Effects of Tracing Prompts and Discrimination Training on Kindergarten Handwriting Performance. ED 106 864

Functions of Status Testing in the Development of an Instructional Program. ED 106 871

On the Node Label "ADV." ED 106 862

Objectives and Structure of the SWRL Reading Program, Blocks 1-8. Technical Note No. 3-72-42. ED 106 768

Observation Procedures for Classroom Tryout of Instructional Materials and Procedures. ED 106 887

Preliminary Considerations in the Development of K-3 Spelling Instruction. SWRL Technical Note. ED 106 872

Some Surface Linguistic Classes with Conceptual Relevance. ED 106 859

Spanish Surnames. Southwest Regional Laboratory (SWRL) Technical Note No. TN 1-72-08. ED 107 423

Structure and Organization of the SWRL Drama and Public Speaking Program for 1972-73 Tryout. ED 106 886

"The American Heritage Word Frequency Book" and Its Relation to the Communication Skills Lexicon. Technical Note No. 2-72-38. ED 106 770

Spaulding for Children, Chelsea, Mich.

Older and Handicapped Children Are Adoptable: The Spaulding Approach. ED 107 074

Special Education IMC/RMC Network, Arlington, Va.

A Sourcebook for the Evaluation of Instructional Materials and Media. ED 107 050

Stanford Univ., Calif. Committee on Linguistics.

The Acquisition of Aux. Papers and Reports on Child Language Development, No. 8. ED 107 117

Agreement. Working Papers on Language Universals, No. 5. ED 107 111

Development of Syllabic Nasals: The Case of the Bantu Noun Class Prefixes "Mu-, "Mi-, "Ma-." Working Papers on Language Universals, No. 2. ED 107 110

A Deviant Phonological System of English. Papers and Reports on Child Language Development, No. 8. ED 107 116

Fricatives in Child Language Acquisition. Papers and Reports on Child Language Development, No. 6. ED 107 115//

Learning the Structure of Causative Verbs: A Study in the Relationship of Cognitive, Semantic and Syntactic Development. Papers and Reports on Child Language Development, No. 8. ED 107 118

Some Notes on Lee and Canter's "Developmental Sentence Scoring: A Clinical Procedure for Estimating Syntactic Development in Children's Spontaneous Speech." Papers and Reports on Child Language Development, No. 4. ED 107 113

"This Man's Father Is My Father's Son": A Study of the Acquisition of English Kin Terms. Papers and Reports on Child Language Development, No. 5. ED 107 114//

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

A Library User's Guide to ERIC. ED 107 311

322 Institution Index

- A Short Bibliography on Library/Media Leadership. ED 107 288
- Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.**
A Critical Review of Experimental Studies of Teacher Questions and Student Achievement. ED 107 629
Developmental Aspects of Pupil Performance on Bidialectal Tests. Research and Development Memorandum No. 137. ED 106 867
- Stark County Dept. of Education, Louisville, Ohio.**
Language Development Activities through the Auditory Channel. ED 107 031
- State-Federal Information Clearinghouse for Exceptional Children, Reston, Va.**
A Primer on Due Process: Education Decisions for Handicapped Children. ED 107 090//
- State Univ. of New York, Albany.**
Food: Facts and Fancies. ED 107 668
- State Univ. of New York, Albany. Office of the Regents.**
Design for Competence Based Education in Special Education. ED 107 049//
Interim Report and Synopsis of the Findings to Date of the Regents Task Force on Medical School Enrollment and Physician Manpower to the Regents of the University of the State of New York. ED 106 532
Occupational Education: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York. Position Paper No. 11. ED 106 664
- State Univ. of New York, Albany. Teacher Education Developmental Service.**
A CBTE Curriculum Model and Directions for Its Assembly. ED 107 605
- State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.**
Drug and Health Mediagraphy II: Mental Health. ED 106 993
Drug and Health Mediagraphy: Personal Health. ED 106 992
- State Univ. of New York, Buffalo. Coll. at Buffalo. Faculty of Professional Studies.**
Sesame and You, Two--A Teacher's Helper: A Revised Guide to Accompany a Videotape Package of Twenty Sesame Street Mini Shows. ED 107 015
- State Univ. of New York, Fredonia. Coll. at Fredonia. Teacher Education Research Center.**
Hamburg Center Intern Follow-Up. ED 107 623
Hamburg Center Intern Follow-Up. Second Year, 1974. ED 107 639
Survey-'71. A Follow-Up of '71 Fredonia Graduates. ED 107 187
- State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.**
Community Reaction to Educational Change. Social Sciences, Education, Number 3. ED 107 545
- State Univ. of New York, Oswego. Coll. at Oswego. Dept. of Industrial Arts and Technology.**
Career Education Instructional Guide. ED 106 501
A Comprehensive, Informational, Instructional Guide for the Implementation of Manufacturing in the Public School. ED 106 466
- Industrial Ecology Instructional Guide for the Industrial Arts Teacher.** ED 106 465
- Student Loan Marketing Association, Washington, D.C.**
The Second Annual Report of the Student Loan Marketing Association to the Congress of the United States. ED 107 185
- Study Commission on Undergraduate Education and the Education of Teachers, Lincoln, Nebr.**
The Recruitment, Channeling, and Placement of Chicano Teachers. ED 107 430
- Suffolk County Board of Cooperative Educational Services 3, Dix Hills, N.Y.**
Career Education Project: Resource and Instructional Manual for the Implementation of a Model Career Guidance Curriculum Unit. ED 106 650
- Supreme Court of the U. S., Washington, D.C.**
Meek Et. Al. v. Pittenger, Secretary of Education, Et. Al. Supreme Court of the United States. Appeal from the United States District Court for the Eastern District of Pennsylvania, No. 73-1765. Argued February 19, 1975--Decided May 19, 1975. ED 106 935
- Synanon Foundation, Marshall, Calif.**
Aggression and Dominance Relations in Young Children. ED 107 357
- Syracuse Univ., N.Y.**
A Proposed National Institute of Education Postsecondary Education Program. ED 107 197
- Syracuse Univ., N.Y. Center for Instructional Development.**
An Analysis of Articulation Programs. ED 106 922
- Syracuse Univ., N.Y. Center for the Study of Information and Education.**
Urban Information Needs: A Replication. A Report of the Syracuse/Elmira Study. ED 107 285
- Syracuse Univ., N.Y. School of Education.**
Design for Competence Based Education in Special Education. ED 107 049//
- System Development Corp., Santa Monica, Calif.**
Survey on Continuing Education Needs for Health Professionals: Report. ED 106 540
- Tallahassee City Schools, Fla.**
New Adventure in Learning (Project NAIL). ED 106 834
- Tallahassee Junior Museum, Fla.**
Community Leaders' Training in Environmental Studies: A Cooperative Community Project Funded under Title I of the Higher Education Act of 1965. Ways to Environmental Education, Final Report: 1974-1975. ED 107 583
Ways to Environmental Education, Volume 4. ED 107 579
- Technical Education Research Center, Cambridge, Mass.**
Development of Career Opportunities for Technicians in the Nuclear Medicine Field. Final Report. ED 107 498
- Temple Univ., Philadelphia, Pa.**
The Ball-Stick-Bird TM Method in the Classroom. ED 106 750
- Temple Univ., Philadelphia, Pa. Dept. of Special Education.**
Training the Difficult Retardate. ED 107 033
- Tennessee State Advisory Council for Vocational Education, Knoxville.**
Tennessee Advisory Council for Vocational Education. 1974 Annual Report. ED 106 493
- Tennessee Univ., Knoxville. Bureau of Educational Research and Service.**
Evaluation of the Knox County Extended School Year Program 1974-75. ED 106 949
- Texas A and M Univ., College Station. Texas Agricultural Experiment Station.**
The Influence of Place of Residence on Family Disability Among Selected Populations: Southern Blacks, Western Mexican Americans, Hawaiian Ethnic, and Northeastern Whites. ED 107 418
Residence Differences in Characteristics of Black, Lower-Class Families. Departmental Information Report No. 74-10. ED 107 750
- Texas Christian Univ., Fort Worth. Inst. of Behavioral Research.**
Language and Adjustment Scale for the Thematic Apperception Test for Youths 12-17 Years. Data Evaluation and Methods Research, Series 2, No. 62. ED 107 023
- Texas Coll. and Univ. System, Austin. Coordinating Board.**
Thrust for Relevance: Report of the Statewide Study on Adult and Continuing Education. ED 106 500
- Texas Education Agency, Austin.**
Career Investigation: Middle Schools. Bulletin No. 735. ED 106 558
- Texas State Dept. of Corrections, Huntsville. Windham School District.**
[Adult Reading-Bilingual Laboratories and Learning Center, Huntsville, Texas.] ED 106 815
- Texas State Technical Inst., Waco.**
Occupational Shortages Study Reporting System. ED 106 486
- Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.**
The Hearing Impaired Mentally/Retarded: A Survey of State Institutions for the Retarded. Monograph No. 4. ED 106 994
- Texas Univ., Austin. Computer-Assisted Instruction Lab.**
Individual Differences in Learner Controlled CAI. ED 107 215
- Texas Univ., Austin. Dept. of Spanish and Portuguese.**
Summary of Results of Student Evaluation Survey: Lower Division Spanish, Fall Semester 1973. ED 107 125
- Texas Univ., Austin. Instructional Media Center.**
University of Texas Special Education Instructional Materials Center. Final Technical Report. ED 107 084
- Texas Univ., Austin. Lyndon B. Johnson School of Public Affairs.**
Post-Secondary Education Planning in Texas: Techniques for Policy Analysis. Number 8. ED 107 188
- Tokyo Inst. of Tech. (Japan).**
Present State of Technological Innovation in Higher Education of Japan. ED 107 270
- Toronto Board of Education (Ontario). Research Dept.**
Patterns of Dropping Out. Toronto Board of Education Research Service Number 129. ED 106 720

Tuscaloosa City Board of Education, Ala.

Project: Pegasus [Personalized Education Growth and Achievement; Selective Utilization of Staff].

ED 106 782

Union for Experimenting Colleges and Universities, Yellow Springs, Ohio.

Alternative Education and Corrections: Some New Dimensions.

ED 107 603

United Church of Christ, New York, N.Y.

How to Protect Your Rights in Television and Radio.

ED 107 225//

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Innovation in Management of Primary School Construction--A Case Study. Educational Building Report 3.

ED 106 948

Meeting of Experts on the Role of University Faculties/Colleges of Education in Population Education (Bangkok, January 7-12, 1974). Final Report.

ED 107 474

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Comparability of Engineering Courses and Degrees: A Methodological Study.

ED 107 515

The Continuing Education of Engineers. Proceedings of the FEANI-UNESCO Seminar (Helsinki, August 21-24, 1972).

ED 107 516

Foreign Language Teaching and Learning Today (1975).

ED 107 154

Standards for Library Service: An International Survey.

ED 107 286//

University City School District, Mo.

Career Development Guides: Career Awareness Through Afro-American Literature.

ED 106 629

Career Development Guides: Child Development.

ED 106 633

Career Development Guides: Elementary: Primary-K-3, Intermediate-4-5.

ED 106 627

Career Development Guides: Guidance Career Unit.

ED 106 630

Career Development Guides: Middle School: Grades Six and Seven.

ED 106 628

Career Development Guides: Situational English.

ED 106 631

Career Development Guides: Sociology of Occupations.

ED 106 632

University of Northern Iowa, Cedar Falls.

Family Size and Learning Readiness Profiles of Socioeconomically Disadvantaged Preschool Whites.

ED 107 358

The Influence of Family Size on Learning Readiness Patterns of Socioeconomically Disadvantaged Preschool Blacks.

ED 107 385

University of Southern California, Los Angeles. Instructional Materials Center for Special Education.

University of Southern California Instructional Materials Center for Special Education. Final Technical Report.

ED 107 086

University of West Florida, Pensacola.

An Evaluation of the Status of the Occupational Specialist in Florida: Final Report.

ED 106 537

Upper Dublin School District, Ft.

Washington, Pa.

Correct Reading Services.

ED 106 823

Urban Appalachian Council, Cincinnati, Ohio.

Urban Appalachian School Children: The Least Understood of all. Working Paper No. 6.

ED 107 737

Urbana School District 116, Ill.

Webber School Evaluation Report: School Year 1973-74.

ED 107 356

URS Systems Corp., Falls Church, Va. Matrix Research Div.

Evaluating Maintenance Performance: The Development and Tryout of Criterion Referenced Job Task Performance Tests for Electronic Maintenance. Final Report for Period January 1969-May 1974.

ED 107 698

Utah State Board for Vocational Education, Salt Lake City.

Forest Services: World of Work Project: Fifth Grade: Science.

ED 106 606

My Parent's Work from A to Z: World of Work Project: Social Studies: Kindergarten.

ED 106 604

The Orthodontist, Our Friend: World of Work Project: Fifth Grade: Health.

ED 106 605

World of Work: Elementary School Career Education: Available Units.

ED 106 603

Utah State Univ., Logan. Dept. of Special Education.

Child Abuse: An Integration of the Research Related to Education of Children Handicapped as a Result of Child Abuse. Final Report.

ED 107 056

Vermont State Dept. of Education, Montpelier.

Capital Outlay Financing.

ED 106 934

Planning Educational Environments.

ED 106 933

Villa Park Community High School District 88, Ill.

Financial Accounting System Based Upon NCES Revised Handbook II.

ED 106 924

Virginia Polytechnic Inst. and State Univ., Blacksburg. Dept. of Education.

The Perceived Role of Institutions of Higher Education in Serving the Aging.

ED 107 180

Virginia Univ., Charlottesville. Center for Higher Education.

Nonresident Student Enrollment in State Institutions of Higher Education: An Overview.

ED 107 183

Warren City Schools, Ohio.

Career Specialist Handbook for the World of Work K-10 Continuum.

ED 106 557

Integrated Language Experience Approach--Using Research Unit.

ED 106 833

World of Work: K-6 Curriculum.

ED 106 555

World of Work: K-10 Continuum.

ED 106 556

Washington Office of the State Superintendent of Public Instruction, Olympia.

Citizens' Handbook on Washington Public School Administration and Finance. Revised.

ED 106 910

Eco: An Island Simulation Game. [Includes Packet of Population Education Materials].

ED 107 472//

Washington State Coordinating Council for Occupational Education, Olympia.

Acura-Touch: Instructor's Guide for Professional Supermarket Checkers.

ED 106 648

Suggested Guidelines for Career Education Workshops.

ED 106 607

Washington State Council on Higher Education, Olympia.

Financing of Intercollegiate Athletics: Recommendations.

ED 107 172

The Quality of Special Education Teacher Training Programs: A Report to the Legislature in Response to Senate Resolution 1974-178.

ED 107 014

Washington State Dept. of Social and Health Services, Olympia.

The Lummi Indian Demonstration Project.

ED 107 392

Washington Univ., Seattle. Child Development and Mental Retardation Center.

A Program Project for the Investigation and Application of Procedures of Analysis and Modification of Behavior of Handicapped Children. Annual Report.

ED 107 013

Washington Univ., Seattle. Coll. of Education.

A Comparison of Participant Performance and Attitudes in Two Teacher Preparation Patterns.

ED 107 630

Washington Univ., Seattle. Educational Assessment Center.

An Evaluation of Doris Katz' Home Economics 134.

ED 107 718

A Preliminary Report on the Anthropology Department Student Ratings Survey.

ED 107 699

Washington Univ., St. Louis, Mo. Center for Development Technology.

Market Scenarios and Alternative Administrative Frameworks for U.S. Educational Satellite Systems. Memorandum No. CG-75/2.

ED 107 268

Watertown Independent School District 1, S. Dak.

Elementary Career Education Guide, Volume 1: Self Awareness.

ED 106 610

Elementary Career Education Guide, Volume 2: Career Awareness--Primary.

ED 106 611

Elementary Career Education Guide, Volume 2B: Career Awareness--Intermediate.

ED 106 612

Elementary Career Education Guide, Volume 3: Economic Awareness.

ED 106 613

Elementary Career Education Guide, Volume 4: Beginning Competency.

ED 106 614

Elementary Career Education Guide, Volume 5: Appreciation-Attitudes, Decision Making, Educational Awareness, and Employability.

ED 106 615

Master Index for Elementary Awareness Guides.

ED 106 609

Waukegan Community Unit School District 60, Ill.

[Developmental Reading Instruction.]

ED 106 836

Western Interstate Commission for Higher Education, Boulder, Colo.

Growth and Education: A Strategic Report to the Rockefeller Brothers Fund on the Implications of Growth Policy for Postsecondary Education

ED 107 165

Western Michigan Univ., Kalamazoo.

Toward Experimental Living.

ED 107 548

Western Rural Development Center, Corvallis, Oreg.

On the Process and Consequences of Job Rationing in Oregon's Declining Wood Products Industry. WRDC Discussion Paper No. 4.

ED 106 494

**West Virginia State Dept. of Education,
Charleston. Bureau of Vocational,
Technical, and Adult Education.**

A Guide for the Development of Career Education.

ED 106 552

**West Virginia State Dept. of Education,
Charleston. Div. of Vocational and
Technical Education.**

West Virginia Guidebook: Job Placement Services: What's Your Need?

ED 106 536

Wilkes Coll., Wilkes-Barre, Pa.

Pennsylvania Regional Instructional System for Education. Final Report.

ED 107 254

**Williams Coll., Williamstown, Mass. Roper
Public Opinion Research Center.**

Survey Data for Trend Analysis. An Index to Repeated Questions in U. S. National Surveys Held by the Roper Public Opinion Research Center.

ED 107 542

**Willoughby-Eastlake School District,
Willoughby, Ohio.**

Career Exploration Curriculum Guide: 9-10.

ED 106 551

Career Motivation Curriculum Guide: K-6.

ED 106 549

Career Orientation Curriculum Guide: 7-8.

ED 106 550

**Wisconsin Univ., Madison. Center of
Applied Sociology.**

Industrial Invasion of Nonmetropolitan America. A Quarter Century of Experience.

ED 107 409

**Wisconsin Univ., Madison. Coll. of
Agricultural and Life Sciences.**

Industrial Invasion of Nonmetropolitan America. A Quarter Century of Experience.

ED 107 409

**Wisconsin Univ., Madison. Dept. of
Communication Arts.**

Inside the FCC: A Guide for Information Seekers.

ED 107 232

**Wisconsin Univ., Madison. Dept. of Rural
Sociology.**

Industrial Invasion of Nonmetropolitan America. A Quarter Century of Experience.

ED 107 409

**Wisconsin Univ., Madison. Inst. for
Research on Poverty.**

The Language of Inquiry and the Language of Authority.

ED 106 869

**Wisconsin Univ., Madison. Research and
Development Center for Cognitive Learning.**

Conceptual Development During the School Years.

ED 107 374

The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 1 of 2 Parts).

ED 107 525

The Feasibility of Teaching Science via a Socio-Historical Approach. Part 2. Classroom Materials. Practical Paper No. 303. (Part 2 of 2 Parts).

ED 107 526

On-Line Diagnosis of Reading Difficulties. Technical Report No. 327.

ED 106 765

Some CMI Design Considerations to Meet the Requirements of Individually Guided Education.

ED 107 219

The Structure and Management of Individualized Instruction.

ED 107 220

A Structure of Concept Attainment Abilities.

ED 107 470//

**Wisconsin Univ., Madison. Special
Education Instructional Materials Center.**

A Sourcebook for the Evaluation of Instructional Materials and Media.

ED 107 050

**Wisconsin Univ., Superior. Center for Lake
Superior Environmental Studies.**

Wisconsin's Lake Superior Basin Water Quality Study. Technical Report No. 1.

ED 107 476//

Wisconsin's Lake Superior Basin Water Quality Study. Supplement. Technical Report No. 2.

ED 107 477//

World Bank, Washington, D. C.

World Bank Atlas: Population, Per Capita Product and Growth Rates.

ED 107 560//

**World Federation of Engineering
Organizations, London (England).**

Committee on Engineering Information. Report of the Conference on Engineering Information in Developing Countries, April 22 through 26, 1974, Cairo, Egypt.

ED 107 248

World Fertility Survey, London (England).

Modernism: The Extensiveness of Women's Roles and Attitudes. World Fertility Survey Occasional Papers, No. 14.

ED 107 574

**Wyoming Univ., Laramie. Agricultural
Experiment Station.**

Profile of a Rural Area Work Force: The Wyoming Uranium Industry.

ED 107 410

YMCA of Akron, Ohio.

Valuing Families. Activity Guide.

ED 107 551

Valuing Youth. Leader's Notebook.

ED 107 550

Accession Number Cross Reference Index

325

The following columns cross reference the ERIC clearinghouse number to the ERIC Document (ED) numbers for résumés published in this issue of **Resources in Education**. Readers who desire to race doments for which they only have clearinghouse accession numbers as references may find the applicable abstracts in **Resources in Education** by referring to the cross-reference list.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

The following clearinghouse prefixes are used:

CE — Career Education
CG — Counseling and Personnel Services
CS — Reading and Communication Skills
EA — Educational Management
EC — Handicapped and Gifted Children
FL — Languages and Linguistics
HE — Higher Education
IR — Information Resources

JC — Junior Colleges
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UE — Urban Education

Clearinghouse Number/ED Number Cross Reference Index

CE002922	ED106442	CE003667	ED106501	CE003732	ED106560	CE003792	ED106619	CG009731	ED106678
CE003344	ED106443	CE003668	ED106502	CE003733	ED106561//	CE003793	ED106620	CG009732	ED106679
CE003474	ED106444	CE003669	ED106503	CE003734	ED106562	CE003794	ED106621	CG009733	ED106680
CE003475	ED106445	CE003670	ED106504	CE003735	ED106563	CE003795	ED106622	CG009735	ED106681
CE003476	ED106446	CE003671	ED106505	CE003736	ED106564	CE003796	ED106623	CG009736	ED106682
CE003478	ED106447//	CE003672	ED106506	CE003737	ED106565	CE003797	ED106624	CG009737	ED106683
CE003562	ED106448	CE003673	ED106507	CE003738	ED106566	CE003799	ED106625	CG009739	ED106684
CE003574	ED106449	CE003674	ED106508	CE003739	ED106567	CE003800	ED106626	CG009740	ED106685
CE003589	ED106450	CE003675	ED106509	CE003740	ED106568	CE003801	ED106627	CG009741	ED106686
CE003592	ED106451	CE003676	ED106510	CE003741	ED106569	CE003802	ED106628	CG009742	ED106687
CE003593	ED106452	CE003678	ED106511	CE003742	ED106570	CE003803	ED106629	CG009743	ED106688
CE003594	ED106453	CE003679	ED106512	CE003743	ED106571	CE003804	ED106630	CG009744	ED106689
CE003595	ED106454	CE003680	ED106513	CE003744	ED106572	CE003805	ED106631	CG009745	ED106690
CE003596	ED106455	CE003681	ED106514	CE003745	ED106573	CE003806	ED106632	CG009746	ED106691//
CE003597	ED106456	CE003683	ED106515	CE003746	ED106574	CE003807	ED106633	CG009748	ED106692
CE003611	ED106457	CE003684	ED106516	CE003747	ED106575	CE003808	ED106634	CG009749	ED106693
CE003612	ED106458	CE003685	ED106517	CE003748	ED106576	CE003809	ED106635	CG009750	ED106694
CE003613	ED106459	CE003687	ED106518	CE003749	ED106577	CE003810	ED106636	CG009751	ED106695
CE003614	ED106460	CE003688	ED106519	CE003750	ED106578	CE003811	ED106637	CG009752	ED106696
CE003615	ED106461	CE003689	ED106520	CE003751	ED106579	CE003812	ED106638	CG009760	ED106697
CE003616	ED106462	CE003690	ED106521	CE003752	ED106580	CE003813	ED106639	CG009761	ED106698
CE003620	ED106463	CE003691	ED106522	CE003753	ED106581	CE003814	ED106640	CG009762	ED106699
CE003625	ED106464	CE003692	ED106523	CE003754	ED106582	CE003815	ED106641	CG009763	ED106700
CE003626	ED106465	CE003693	ED106524	CE003755	ED106583	CE003816	ED106642	CG009764	ED106701
CE003627	ED106466	CE003694	ED106525	CE003756	ED106584	CE003817	ED106643	CG009766	ED106702
CE003628	ED106467	CE003695	ED106526	CE003757	ED106585	CE003818	ED106644	CG009767	ED106703
CE003629	ED106468//	CE003696	ED106527//	CE003758	ED106586	CE003819	ED106645	CG009768	ED106704
CE003630	ED106469//	CE003697	ED106528//	CE003759	ED106587	CE003822	ED106646	CG009769	ED106705
CE003633	ED106470	CE003698	ED106529	CE003760	ED106588	CE003823	ED106647//	CG009770	ED106706
CE003634	ED106471	CE003699	ED106530	CE003761	ED106589	CE003824	ED106648	CG009771	ED106707
CE003635	ED106472	CE003700	ED106531	CE003762	ED106590	CE003825	ED106649	CG009772	ED106708
CE003636	ED106473	CE003701	ED106532	CE003763	ED106591	CE003828	ED106650	CG009773	ED106709
CE003637	ED106474//	CE003702	ED106533	CE003764	ED106592	CE003831	ED106651	CG009774	ED106710//
CE003639	ED106475//	CE003703	ED106534	CE003765	ED106593	CE003832	ED106652	CG009775	ED106711
CE003641	ED106476	CE003704	ED106535	CE003766	ED106594	CE003835	ED106653	CG009776	ED106712
CE003642	ED106477	CE003705	ED106536	CE003767	ED106595	CE003838	ED106654	CG009777	ED106713
CE003643	ED106478	CE003706	ED106537	CE003768	ED106596	CE003852	ED106655	CG009780	ED106714
CE003644	ED106479	CE003707	ED106538	CE003769	ED106597	CE003853	ED106656	CG009781	ED106715
CE003645	ED106480	CE003708	ED106539	CE003770	ED106598	CE003854	ED106657	CG009782	ED106716
CE003646	ED106481	CE003709	ED106540	CE003771	ED106599	CE003855	ED106658	CG009783	ED106717
CE003647	ED106482	CE003710	ED106541	CE003772	ED106600	CE003856	ED106659	CG009784	ED106718
CE003648	ED106483	CE003711	ED106542	CE003773	ED106601	CE003858	ED106660	CG009785	ED106719
CE003649	ED106484	CE003712	ED106543	CE003774	ED106602	CE003859	ED106661	CG009786	ED106720
CE003650	ED106485	CE003714	ED106544	CE003775	ED106603	CE003860	ED106662	CG009787	ED106721
CE003651	ED106486	CE003715	ED106545	CE003776	ED106604	CE003861	ED106663	CG009788	ED106722
CE003652	ED106487	CE003716	ED106546	CE003777	ED106605	CE003876	ED106664	CG009789	ED106723
CE003653	ED106488	CE003717	ED106547	CE003778	ED106606	CE003877	ED106665	CG009790	ED106724
CE003654	ED106489	CE003718	ED106548	CE003779	ED106607	CE003881	ED106666	CG009791	ED106725
CE003655	ED106490	CE003719	ED106549	CE003780	ED106608	CE003882	ED106667	CG009792	ED106726
CE003656	ED106491	CE003720	ED106550	CE003781	ED106609	CE003902	ED106668//	CG009793	ED106727
CE003657	ED106492	CE003721	ED106551	CE003782	ED106610	CE003904	ED106669	CG009794	ED106728
CE003659	ED106493	CE003722	ED106552	CE003783	ED106611	CE0040257	ED106670	CG009795	ED106729
CE003660	ED106494	CE003723	ED106553	CE003784	ED106612	CE0044312	ED106671	CG009796	ED106730
CE003661	ED106495	CE003724	ED106554	CE003785	ED106613	CE004494	ED106672	CG009797	ED106731
CE003662	ED106496	CE003727	ED106555	CE003786	ED106614			CG009798	ED106732
CE003663	ED106497	CE003728	ED106556	CE003787	ED106615	CG009726	ED106673	CG009799	ED106733
CE003664	ED106498	CE003729	ED106557	CE003788	ED106616	CG009727	ED106674	CG009800	ED106734
CE003665	ED106499	CE003730	ED106558	CE003790	ED106617	CG009728	ED106675	CG009801	ED106735
CE003666	ED106500	CE003731	ED106559	CE003791	ED106618	CG009729	ED106676	CG009802	ED106736
						CG009730	ED106677	CG009803	ED106737

CG009804	ED106738	CS001919	ED106835	EA007124	ED106932	EC072514	ED107029	FL006867	ED107126
CG009805	ED106739	CS001920	ED106836	EA007126	ED106933	EC072517	ED107030	FL006874	ED107127
CG009806	ED106740	CS001921	ED106837	EA007127	ED106934	EC072518	ED107031	FL006877	ED107128
CG009807	ED106741	CS001922	ED106838	EA007128	ED106935	EC072519	ED107032	FL006885	ED107129
CG009808	ED106742	CS001923	ED106839	EA007129	ED106936	EC072520	ED107033	FL006888	ED107130
CG009809	ED106743	CS001924	ED106840	EA007130	ED106937	EC072521	ED107034	FL006895	ED107131
CG009810	ED106744	CS001926	ED106841	EA007131	ED106938	EC072522	ED107035	FL006896	ED107132
CG400124	ED106745	CS001927	ED106842	EA007132	ED106939	EC072616	ED107036	FL006897	ED107133//
CG400125	ED106746	CS001928	ED106843	EA007133	ED106940	EC072617	ED107037	FL006898	ED107134
CG400126	ED106747	CS001929	ED106844	EA007134	ED106941	EC072618	ED107038	FL006899	ED107135
CG400127	ED106748	CS001930	ED106845	EA007135	ED106942	EC072619	ED107039	FL006902	ED107136//
		CS001931	ED106846	EA007136	ED106943	EC072620	ED107040	FL006903	ED107137//
CS001143	ED106749	CS001932	ED106847	EA007137	ED106944	EC072642	ED107041	FL006904	ED107138//
CS001752	ED106750	CS001933	ED106848	EA007138	ED106945	EC072643	ED107042	FL006905	ED107139//
CS001765	ED106751	CS201976	ED106849//	EA007139	ED106946	EC072644	ED107043	FL006906	ED107140//
CS001770	ED106752	CS202050	ED106850//	EA007140	ED106947	EC072645	ED107044	FL006907	ED107141//
CS001773	ED106753	CS202056	ED106851	EA007141	ED106948	EC072646	ED107045	FL006908	ED107142
CS001774	ED106754	CS202057	ED106852	EA007142	ED106949	EC072647	ED107046	FL006909	ED107143
CS001775	ED106755	CS202059	ED106853	EA007143	ED106950	EC072648	ED107047	FL006910	ED107144
CS001776	ED106756	CS202060	ED106854	EA007144	ED106951	EC072649	ED107048//	FL006911	ED107145
CS001777	ED106757	CS202061	ED106855	EA007145	ED106952	EC072650	ED107049//	FL006912	ED107146
CS001778	ED106758	CS202063	ED106856	EA007146	ED106953	EC072680	ED107050	FL006913	ED107147
CS001779	ED106759	CS202064	ED106857//	EA007147	ED106954	EC072681	ED107051	FL006914	ED107148
CS001780	ED106760	CS202065	ED106858//	EA007148	ED106955	EC072696	ED107052	FL006920	ED107149
CS001781	ED106761	CS202066	ED106859	EA007149	ED106956	EC072697	ED107053	FL006921	ED107150
CS001789	ED106762//	CS202068	ED106860	EA007150	ED106957	EC072698	ED107054	FL006923	ED107151
CS001790	ED106763	CS202069	ED106861	EA007151	ED106958	EC072716	ED107055	FL006924	ED107152
CS001791	ED106764	CS202070	ED106862	EA007152	ED106959	EC072717	ED107056	FL006925	ED107153
CS001792	ED106765	CS202071	ED106863	EA007153	ED106960	EC072718	ED107057	FL006926	ED107154
CS001793	ED106766//	CS202072	ED106864	EA007154	ED106961	EC072719	ED107058	FL006932	ED107155
CS001794	ED106767//	CS202073	ED106865	EA007155	ED106962	EC072720	ED107059	FL006934	ED107156
CS001796	ED106768	CS202074	ED106866//	EA007156	ED106963	EC072726	ED107060	FL006936	ED107157
CS001797	ED106769	CS202075	ED106867	EA007157	ED106964	EC072786	ED107061	FL006937	ED107158
CS001800	ED106770	CS202076	ED106868	EA007158	ED106965	EC072787	ED107062	FL006938	ED107159
CS001801	ED106771	CS202077	ED106869	EA007159	ED106966	EC072813	ED107063	FL006939	ED107160//
CS001802	ED106772	CS202078	ED106870	EA007160	ED106967	EC072814	ED107064	FL006940	ED107161
CS001805	ED106773	CS202080	ED106871	EA007161	ED106968	EC072815	ED107065	FL006943	ED107162
CS001806	ED106774//	CS202081	ED106872	EA007164	ED106969	EC072816	ED107066		
CS001807	ED106775	CS202082	ED106873	EA007165	ED106970	EC072817	ED107067	HE006398	ED107163
CS001808	ED106776	CS202083	ED106874	EA007166	ED106971	EC072851	ED107068	HE006441	ED107164
CS001809	ED106777	CS202084	ED106875	EA007167	ED106972	EC072852	ED107069	HE006450	ED107165
CS001810	ED106778//	CS202087	ED106876	EA007168	ED106973	EC072853	ED107070	HE006457	ED107166
CS001819	ED106779	CS202088	ED106877	EA007169	ED106974	EC072855	ED107071	HE006458	ED107167
CS001821	ED106780	CS202089	ED106878//	EA007170	ED106975	EC072856	ED107072	HE006481	ED107168
CS001822	ED106781	CS202096	ED106879//	EA007171	ED106976	EC072857	ED107073	HE006484	ED107169
CS001823	ED106782	CS202120	ED106880	EA007172	ED106977	EC072858	ED107074	HE006487	ED107170
CS001824	ED106783	CS501058	ED106881	EA007173	ED106978	EC072859	ED107075	HE006494	ED107171
CS001825	ED106784	CS501059	ED106882//	EA007175	ED106979	EC072860	ED107076	HE006518	ED107172
CS001826	ED106785	CS501061	ED106883	EA007176	ED106980	EC072861	ED107077	HE006521	ED107173
CS001827	ED106786	CS501063	ED106884	EA007177	ED106981	EC072862	ED107078	HE006529	ED107174
CS001828	ED106787	CS501066	ED106885	EA007178	ED106982	EC072863	ED107079	HE006533	ED107175
CS001829	ED106788	CS501067	ED106886	EA007179	ED106983	EC072869	ED107080	HE006534	ED107176
CS001830	ED106789	CS501068	ED106887	EA007180	ED106984	EC072870	ED107081	HE006544	ED107177
CS001831	ED106790	CS501069	ED106888	EA007181	ED106985	EC072871	ED107082	HE006547	ED107178
CS001833	ED106791	CS501070	ED106889	EA007182	ED106986	EC072872	ED107083	HE006549	ED107179
CS001836	ED106792	CS501071	ED106890	EA007183	ED106987	EC072873	ED107084	HE006550	ED107180
CS001843	ED106793	CS501073	ED106891	EA007184	ED106988	EC072884	ED107085	HE006561	ED107181
CS001844	ED106794	CS501074	ED106892	EA007185	ED106989	EC072928	ED107086	HE006564	ED107182
CS001845	ED106795			EA007186	ED106990	EC072932	ED107087	HE006565	ED107183
CS001846	ED106796	EA006953	ED106893	EC072205	ED106991	EC073025	ED107088//	HE006568	ED107184
CS001847	ED106797	EA007005	ED106894	EC072237	ED106992	EC073026	ED107089//	HE006570	ED107185
CS001848	ED106798	EA007017	ED106895	EC072238	ED106993	EC073027	ED107090//	HE006572	ED107186
CS001849	ED106799	EA007018	ED106896	EC072384	ED106994	EC073028	ED107091//	HE006573	ED107187
CS001850	ED106800	EA007019	ED106897	EC072414	ED106995//	EC073029	ED107092//	HE006576	ED107188
CS001851	ED106801	EA007023	ED106898	EC072415	ED106996//			HE006585	ED107189
CS001853	ED106802	EA007028	ED106899//	EC072417	ED106997//	FL004403	ED107093	HE006586	ED107190
CS001854	ED106803	EA007031	ED106900	EC072440	ED106998	FL005035	ED107095	HE006587	ED107191
CS001855	ED106804	EA007045	ED106901	EC072441	ED106999	FL005048	ED107096	HE006591	ED107192
CS001856	ED106805	EA007047	ED106902	EC072442	ED107000	FL005062	ED107097	HE006592	ED107193
CS001857	ED106806	EA007048	ED106903	EC072443	ED107001	FL005067	ED107098	HE006595	ED107194
CS001858	ED106807	EA007056	ED106904	EC072444	ED107002	FL005068	ED107099//	HE006596	ED107195
CS001859	ED106808	EA007057	ED106905	EC072445	ED107003	FL005071	ED107100	HE006598	ED107196
CS001860	ED106809	EA007058	ED106906	EC072446	ED107004	FL005090	ED107101//	HE006600	ED107197
CS001861	ED106810	EA007059	ED106907	EC072447	ED107005	FL005091	ED107102	HE006602	ED107198
CS001862	ED106811	EA007060	ED106908	EC072448	ED107006	FL005098	ED107103	HE006603	ED107199
CS001863	ED106812	EA007061	ED106909	EC072449	ED107007	FL005111	ED107104//		
CS001864	ED106813	EA007067	ED106910	EC072450	ED107008	FL005127	ED107105	IR001638	ED107200
CS001865	ED106814	EA007068	ED106911	EC072451	ED107009	FL005548	ED107106	IR001639	ED107201
CS001866	ED106815	EA007079	ED106912	EC072452	ED107010	FL005896	ED107107	IR001922	ED107202
CS001867	ED106816	EA007080	ED106913//	EC072453	ED107011	FL006019	ED107108	IR001923	ED107203
CS001868	ED106817	EA007081	ED106914	EC072454	ED107012	FL006124	ED107109//	IR001926	ED107204
CS001869	ED106818	EA007082	ED106915	EC072457	ED107013	FL006296	ED107110	IR001927	ED107205
CS001871	ED106819	EA007083	ED106916	EC072457	ED107014	FL006304	ED107111	IR001928	ED107206
CS001872	ED106820	EA007084	ED106917	EC072483	ED107015	FL006333	ED107112	IR001930	ED107207
CS001873	ED106821	EA007086	ED106918	EC072484	ED107016	FL006385	ED107113	IR001931	ED107208
CS001874	ED106822	EA007087	ED106919	EC072485	ED107017	FL006388	ED107114//	IR001932	ED107209
CS001875	ED106823	EA007088	ED106920	EC072487	ED107018	FL006394	ED107115//	IR001935	ED107210
CS001876	ED106824	EA007100	ED106921	EC072488	ED107019	FL006408	ED107116	IR001947	ED107211
CS001877	ED106825	EA007110	ED106922	EC072489	ED107020	FL006411	ED107117	IR001948	ED107212
CS001879	ED106826	EA007114	ED106923	EC072490	ED107021	FL006415	ED107118	IR001949	ED107213
CS001880	ED106827	EA007115	ED106924	EC072491	ED107022	FL006587	ED107119//	IR001950	ED107214
CS001881	ED106828	EA007116	ED106925	EC072501	ED107023	FL006783	ED107120	IR001951	ED107215
CS001882	ED106829	EA007117	ED106926	EC072506	ED107024	FL006811	ED107121	IR001952	ED107216
CS001888	ED106830	EA007118	ED106927	EC072507	ED107025	FL006812	ED107122	IR001953	ED107217
CS001889	ED106831	EA007119	ED106928	EC072508	ED107026	FL006825	ED107123	IR001955	ED107218
CS001890	ED106832	EA007120	ED106929	EC072509	ED107027	FL006836	ED107124	IR001957	ED107219
CS001891	ED106833	EA007122	ED106930	EC072513	ED107028	FL006853	ED107125	IR001958	ED107220
CS001892	ED106834	EA007123	ED106931//						

IR001959	ED107221	JC750358	ED107318	RC008542	ED107414	SE019185	ED107510	SP009224	ED107601
IR001960	ED107222	JC750359	ED107319//	RC008543	ED107415	SE019188	ED107511	SP009225	ED107602
IR001961	ED107223	JC750360	ED107320//	RC008544	ED107416	SE019189	ED107512//	SP009226	ED107603
IR001962	ED107224	JC750361	ED107321//	RC008545	ED107417	SE019190	ED107513	SP009227	ED107604
IR001963	ED107225//	JC750362	ED107322//	RC008546	ED107418	SE019202	ED107514	SP009228	ED107605
IR001964	ED107226	JC750363	ED107323//	RC008547	ED107419	SE019204	ED107515	SP009229	ED107606
IR001965	ED107227//	JC750364	ED107324//	RC008548	ED107420	SE019205	ED107516	SP009230	ED107607
IR001966	ED107228//	JC750365	ED107325	RC008549	ED107421	SE019206	ED107517	SP009231	ED107608
IR001968	ED107229	JC750366	ED107326	RC008550	ED107422	SE019207	ED107518	SP009232	ED107609
IR001969	ED107230	JC750367	ED107327	RC008551	ED107423	SE019208	ED107519	SP009233	ED107610
IR001970	ED107231	JC750368	ED107328	RC008552	ED107424	SE019209	ED107520	SP009234	ED107611
IR001971	ED107232	JC750369	ED107329	RC008553	ED107425	SE019210	ED107521	SP009235	ED107612
IR001972	ED107233	JC750370	ED107330	RC008554	ED107426	SE019211	ED107522	SP009236	ED107613
IR001973	ED107234//	JC750371	ED107331	RC008555	ED107427	SE019212	ED107523	SP009237	ED107614
IR001975	ED107235//	JC750372	ED107332	RC008556	ED107428	SE019213	ED107524	SP009238	ED107615
IR001976	ED107236	JC750373	ED107333	RC008557	ED107429	SE019221	ED107525	SP009239	ED107616
IR001977	ED107237	JC750374	ED107334	RC008558	ED107430	SE019222	ED107526	SP009240	ED107617
IR001978	ED107238	JC750375	ED107335	RC008560	ED107431	SE019223	ED107527	SP009241	ED107618//
IR001979	ED107239	JC750376	ED107336	RC008561	ED107432	SE019310	ED107528	SP009242	ED107619
IR001980	ED107240	JC750377	ED107337	RC008562	ED107433	SE019312	ED107529	SP009243	ED107620//
IR001981	ED107241	JC750379	ED107338	RC008563	ED107434	SE019321	ED107530	SP009244	ED107621//
IR001982	ED107242	JC750380	ED107339	RC008564	ED107435	SE019322	ED107531	SP009245	ED107622
IR001983	ED107243	JC750381	ED107340	RC008565	ED107436	SE019326	ED107532//	SP009246	ED107623
IR001984	ED107244	JC750382	ED107341	RC008566	ED107437	SE019341	ED107533	SP009247	ED107624
IR001985	ED107245	JC750383	ED107342	RC008567	ED107438	SE019342	ED107534	SP009248	ED107625
IR001986	ED107246	JC750384	ED107343	RC008568	ED107439//	SE019344	ED107535	SP009249	ED107626
IR001987	ED107247			RC008569	ED107440			SP009250	ED107627
IR001988	ED107248	PS007694	ED107344	RC008570	ED107441			SP009251	ED107628
IR001989	ED107249	PS007814	ED107345	RC008571	ED107442			SP009252	ED107629
IR001990	ED107250//	PS007833	ED107346	RC008572	ED107443	SO007775	ED107536	SP009253	ED107630
IR001991	ED107251	PS007835	ED107347	RC008573	ED107444	SO007920	ED107537	SP009254	ED107631
IR001992	ED107252	PS007836	ED107348	RC008574	ED107445	SO007921	ED107538	SP009255	ED107632
IR001993	ED107253	PS007838	ED107349	RC008575	ED107446	SO007922	ED107539	SP009256	ED107633
IR001994	ED107254	PS007841	ED107350			SO007934	ED107540	SP009257	ED107634
IR001995	ED107255	PS007856	ED107351	SE013999	ED107447//	SO007935	ED107541	SP009258	ED107635
IR001996	ED107256	PS007857	ED107352	SE014000	ED107448//	SO008147	ED107542	SP009259	ED107636
IR001997	ED107257	PS007861	ED107353	SE014003	ED107449//	SO008163	ED107543//	SP009260	ED107637
IR001998	ED107258	PS007863	ED107354	SE014012	ED107450//	SO008164	ED107544//	SP009261	ED107638
IR001999	ED107259	PS007864	ED107355	SE014014	ED107451//	SO008226	ED107545	SP009262	ED107639
IR002000	ED107260	PS007865	ED107356	SE014017	ED107452//	SO008227	ED107546//	SP009263	ED107640
IR002001	ED107261//	PS007866	ED107357	SE014024	ED107453//	SO008238	ED107547	SP009264	ED107641
IR002002	ED107262	PS007867	ED107358	SE014028	ED107454//	SO008244	ED107548	SP009265	ED107642
IR002003	ED107263	PS007868	ED107359	SE014031	ED107455//	SO008265	ED107549	SP009266	ED107643
IR002004	ED107264//	PS007870	ED107360	SE014035	ED107456//	SO008309	ED107550	SP009267	ED107644
IR002005	ED107265	PS007871	ED107361	SE014037	ED107457//	SO008310	ED107551	SP009268	ED107645
IR002006	ED107266	PS007872	ED107362	SE014041	ED107458//	SO008311	ED107552	SP009269	ED107646
IR002008	ED107267	PS007873	ED107363	SE014044	ED107459//	SO008313	ED107553	SP009270	ED107647
IR002009	ED107268	PS007874	ED107364	SE014049	ED107460//	SO008314	ED107554	SP009271	ED107648
IR002010	ED107269//	PS007875	ED107365	SE014050	ED107461//	SO008315	ED107555	SP009272	ED107649
IR002012	ED107270	PS007876	ED107366	SE014051	ED107462//	SO008320	ED107556	SP009273	ED107650
IR002013	ED107271//	PS007877	ED107367	SE014053	ED107463//	SO008321	ED107557	SP009274	ED107651
IR002014	ED107272	PS007879	ED107368	SE014068	ED107464//	SO008323	ED107558	SP009275	ED107652
IR002015	ED107273	PS007881	ED107369	SE014087	ED107465//	SO008338	ED107559	SP009276	ED107653
IR002016	ED107274	PS007882	ED107370	SE014087	ED107466	SO008347	ED107560//	SP009277	ED107654
IR002017	ED107275	PS007884	ED107371	SE014095	ED107467//	SO008355	ED107561	SP009278	ED107655
IR002020	ED107276	PS007895	ED107372	SE014096	ED107468	SO008356	ED107562	SP009279	ED107656
IR002021	ED107277	PS007897	ED107373	SE014096	ED107469//	SO008358	ED107563	SP009280	ED107657
IR002022	ED107278	PS007900	ED107374	SE017473	ED107470//	SO008360	ED107564	SP009281	ED107658
IR002023	ED107279	PS007901	ED107375	SE018149	ED107471	SO008362	ED107565	SP009282	ED107659
IR002024	ED107280	PS007902	ED107376	SE018316	ED107472//	SO008371	ED107566	SP009283	ED107660
IR002026	ED107281//	PS007903	ED107377	SE018318	ED107473//	SO008372	ED107567	SP009284	ED107661
IR002027	ED107282//	PS007906	ED107378	SE018336	ED107474	SO008374	ED107568	SP009285	ED107662
IR002029	ED107283	PS007907	ED107379	SE018414	ED107475//	SO008375	ED107569//	SP009286	ED107663
IR002030	ED107284	PS007908	ED107380	SE018426	ED107476//	SO008378	ED107570//	SP009287	ED107664
IR002031	ED107285	PS007924	ED107381	SE018427	ED107477//	SO008380	ED107571	SP009288	ED107665
IR002032	ED107286//	PS007930	ED107382	SE018492	ED107478//	SO008381	ED107572	SP009289	ED107666
IR002033	ED107287	PS007975	ED107383//	SE018510	ED107479	SO008386	ED107573//	SP009290	ED107667
IR002034	ED107288	PS007976	ED107384//	SE018604	ED107480	SO008387	ED107574	SP009291	ED107668
IR002036	ED107289//	PS007999	ED107385	SE018605	ED107481	SO008391	ED107575	SP009292	ED107669
IR002037	ED107290//			SE018606	ED107482	SO008392	ED107576	SP009293	ED107670
IR002038	ED107291	RC008504	ED107386	SE018623	ED107483	SO008395	ED107577//	SP009294	ED107671
IR002040	ED107292	RC008505	ED107387	SE018630	ED107484	SO008397	ED107578	SP009295	ED107672
IR002041	ED107293	RC008506	ED107388	SE018825	ED107485	SO008401	ED107579	SP009296	ED107673
IR002043	ED107294	RC008511	ED107389//	SE018836	ED107486	SO008402	ED107580	SP009297	ED107674
IR002044	ED107295	RC008517	ED107390	SE018847	ED107487	SO008404	ED107581	SP009298	ED107675
IR002045	ED107296	RC008519	ED107391	SE018864	ED107488	SO008406	ED107582	SP009299	ED107676
IR002046	ED107297	RC008520	ED107392	SE018905	ED107489				
IR002048	ED107298	RC008521	ED107393	SE018961	ED107490	SO008407	ED107583	TM004137	ED107677
IR002049	ED107299	RC008522	ED107394	SE018964	ED107491	SO008408	ED107584	TM004461	ED107678
IR002050	ED107300	RC008523	ED107395	SE019012	ED107492//	SO008410	ED107585	TM004481	ED107679
IR002051	ED107301//	RC008524	ED107396	SE019013	ED107493//	SO008412	ED107586	TM004490	ED107680
IR002052	ED107302	RC008525	ED107397	SE019019	ED107494//	SO008413	ED107587//	TM004491	ED107681
IR002053	ED107303	RC008526	ED107398	SE019058	ED107495//	SO008422	ED107588//	TM004492	ED107682
IR002055	ED107304	RC008527	ED107399	SE019059	ED107496//	SO008424	ED107589	TM004493	ED107683
IR002056	ED107305	RC008528	ED107400	SE019064	ED107497	SO008426	ED107590	TM004494	ED107684
IR002057	ED107306//	RC008529	ED107401	SE019071	ED107498	SO008430	ED107591	TM004495	ED107685
IR002058	ED107307	RC008530	ED107402	SE019079	ED107499//	SO008441	ED107592//	TM004496	ED107686
IR002059	ED107308	RC008531	ED107403	SE019109	ED107500//	SO008447	ED107593	TM004497	ED107687
IR002060	ED107309	RC008532	ED107404	SE019110	ED107501//	SO008448	ED107594//	TM004498	ED107688
IR002064	ED107310//	RC008533	ED107405	SE019111	ED107502//			TM004499	ED107689
IR002211	ED107311	RC008534	ED107406	SE019112	ED107503//			TM004500	ED107690
IR002267	ED107312	RC008535	ED107407	SE019113	ED107504//	SP009180	ED107595	TM004501	ED107691
		RC008536	ED107408	SE019114	ED107505//	SP009198	ED107596	TM004502	ED107692
JC750349	ED107313	RC008537	ED107409	SE019115	ED107506//	SP009200	ED107597	TM004503	ED107693
JC750354	ED107314	RC008538	ED107410	SE019116	ED107507//	SP009210	ED107598	TM004504	ED107694
JC750355	ED107315	RC008539	ED107411	SE019118	ED107508//	SP009222	ED107599	TM004505	ED107695
JC750356	ED107316	RC008540	ED107412	SE019175	ED107509	SP009223	ED107600	TM004506	ED107696
JC750357	ED107317	RC008541	ED107413						

TM004507	ED107693	TM004533	ED107706	TM004576	ED107719	UD015000	ED107732	UD015279	ED107745
TM004508	ED107694	TM004534	ED107707	TM004577	ED107720	UD015093	ED107733	UD015280	ED107746
TM004515	ED107695	TM004535	ED107708//	TM004579	ED107721	UD015125	ED107734	UD015281	ED107747
TM004520	ED107696	TM004536	ED107709	TM004580	ED107722	UD015128	ED107735	UD015282	ED107748
TM004521	ED107697//	TM004537	ED107710	TM004581	ED107723	UD015129	ED107736	UD015283	ED107749//
TM004522	ED107698	TM004538	ED107711	TM004582	ED107724	UD015173	ED107737	UD015284	ED107750
TM004523	ED107699	TM004539	ED107712	TM004583	ED107725	UD015175	ED107738	UD015286	ED107751
TM004524	ED107700	TM004558	ED107713	TM004584	ED107726	UD015267	ED107739//	UD015301	ED107752
TM004526	ED107701	TM004559	ED107714	TM004586	ED107727	UD015269	ED107740	UD015302	ED107753
TM004527	ED107702	TM004560	ED107715	TM004587	ED107728	UD015271	ED107741	UD015317	ED107754
TM004530	ED107703	TM004563	ED107716	TM004589	ED107729	UD015272	ED107742	UD015318	ED107755
TM004531	ED107704	TM004565	ED107717	TM004592	ED107730	UD015277	ED107743	UD015319	ED107756
TM004532	ED107705	TM004570	ED107718	TM004593	ED107731	UD015278	ED107744		

NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (5th edition) from January 1972 through October 1975:

ACCOUNTABILITY 020

SN Being held responsible, liable, answerable for certain specified results with respect to an activity (over which one has authority).

ADAPTED PHYSICAL EDUCATION 390

SN Adaptation of regular physical education programs for individuals with handicapping conditions.

Adaptive Behavior

USE ADJUSTMENT (TO ENVIRONMENT)

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260

SN Any reading material written primarily for, or read widely by, youth of secondary school age.

ADVENTITIOUSLY HANDICAPPED 240

SN Handicapped as a result of illness or injury during the developmental or adult periods.

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane

AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pretension the membrane (single or reinforced) that serves as the enclosure.

ALCOHOLIC BEVERAGES 250

ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANCOVA

USE ANALYSIS OF COVARIANCE

ANEMIA 250

UF Iron Deficiency Anemia
Sickle Cell Anemia

ANOVA

USE ANALYSIS OF VARIANCE

ANSWER SHEETS 520

SN Sheets of paper, cards, or other items on which examinees record responses for tests or questionnaires.

UF Answer Booklets
Answer Cards

ARCHERY 390

Argumentation

USE PERSUASIVE DISCOURSE

ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF Constructed Languages

ASIAN AMERICANS 380

SN Citizens or permanent residents of the United States who are descendants of the indigenous peoples of East Asia (China, Japan, Korea, Mongolia), Southeast Asia, and the Pacific Islands.

UF Amerasians
American Orientals
Oriental Americans

ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic, U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldives Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

ASSISTANT PRINCIPALS 380

ATHAPASCAN LANGUAGES 300

SN North American Indian language family, including languages of Alaska and northwestern Canada, the Oregon-California coast, southwestern United States, and north-central Mexico.

UF Athabascan Languages

ATTACHMENT BEHAVIOR 060

SN Behavior exhibited by an individual attracted (maintaining proximity) to and dependent on a specific person or object for emotional satisfaction.

AWARDS 500

SN Verbal or material commendations, calling attention to activities, performances, or qualities.

BASEBALL 390

Birth Defects

USE ANOMALIES

BIRTH RATE 120

SN Actual frequency of births in a population.

UF Fertility Rate
Natality

BODY LANGUAGE 080

Building Renovation

USE BUILDING IMPROVEMENT

BUSINESS COMMUNICATION 080

SN Interchange of verbal and nonverbal messages in commercial or mercantile environments.

UF Commercial Communication
Industrial Communication

CANADIAN LITERATURE 260

SN Literature written by or about Canadians.
UF French Canadian Literature

CAPITALISM 480

CAPTIONS 080

SN Explanatory comments or designations accompanying pictorial illustrations, usually as underlines or overlines.

UF Cutlines

CAREER AWARENESS 040

SN Appreciation for and understanding of the variety of types of careers—often refers to the initial phase of career education appropriate to the elementary school.

UF Occupational Awareness
Vocational Awareness

Career Development

USE VOCATIONAL DEVELOPMENT

CAREER EXPLORATION 200

SN Investigating occupational interest areas often through real or simulated job experience—frequently refers to the second phase of career education appropriate for grades 6 through 10.

CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHAMORRO 300

SN Native language of Guam and the other Mariana Islands.

CHANGE STRATEGIES 510

SN Methods used by those who would alter the practice of some organization, institution, or other group to incorporate new knowledge products, procedures, or values toward improved service or results.

CHEMICAL NOMENCLATURE 400**CHILD ADVOCACY 480**

- SN Active mobilization of social, economic, and legal resources for the purpose of ensuring the individual child's basic rights and developmental needs (including those related to home, community, and school).

CHILD LABOR LEGISLATION 230
(Replaces old term CHILD LABOR LAWS.)**CHILDRENS LITERATURE 260**

- SN Any reading material written primarily for, or read widely by, children from their early years to adolescence.

COLLEGE STORES 210

- SN Higher educational facilities that sell books and other merchandise for student needs.

- UF College Bookstores

COMICS (PUBLICATIONS) 050

- SN Narrative series of drawings or pictures, usually accompanied by balloons giving conversation, which present humorous incidents or dramatic adventures—includes comic strips and comic books.

COMMUNITY INFORMATION SERVICES 330

- SN Those services of local libraries or other community groups which provide direct access or referral to nontraditional information (e.g., unpublished materials, government agency information on public services, broadcast information on current topics, data for use in emergencies, etc.).

- UF Community Information Centers
Hot Lines (Public)
Local Information and Referral Services

COMPENSATION (CONCEPT) 310

- SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

- SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190

- SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONGENITALLY HANDICAPPED 240

- SN Handicapped at birth.

CONSERVATION (ENVIRONMENT) 460

- SN Preservation of the environment, including natural resources, from loss, waste, or harm.

CONSTITUTIONAL LAW 230**CONSTRUCTION MANAGEMENT 020****CONTINGENCY MANAGEMENT 420**

- SN Systematic arrangement of reinforcing events in order to strengthen or weaken specific behavior.

- UF Contingency Contracts

CORPORAL PUNISHMENT 310

- SN Infliction of physical pain upon one person by another.

COST INDEXES

- SN Measures of the difference in cost or price (prices of consumer goods, school costs, etc.) from that which existed during a designated base period.

- UF Index Numbers (Costs)
Price Indexes

CREDIBILITY 040

- SN Compatibility of a statement or situation with what is generally perceived as true or possible.

- UF Believability
Source Credibility
Trustworthiness

CRIMINAL LAW 230

- SN Branch of jurisprudence that relates to crimes and their punishments.

CUBANS 380**CUTTING SCORES 190**

- SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

- UF Critical Scores

DAILY LIVING SKILLS 010

- SN Personal management and social skills which are necessary for adequate functioning on an independent basis.

- UF Fundamental Skills (Daily Living)

DECODING (READING) 440

- SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DELIVERY SYSTEMS 020

- SN Organizational and administrative aspects of the provision of services.

DESENSITIZATION 420

- SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears.

DESIGN BUILD APPROACH 020

- SN Entering into a single contract for design services and construction services.

- UF Design Construct Method
Turnkey Building

DIMENSIONAL PREFERENCE 060

- SN Cue response to color, form, or size.

Diplomacy**USE FOREIGN RELATIONS****DIPLOMATIC HISTORY 260**

- SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy**USE FOREIGN POLICY****DISARMAMENT 480**

- UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

- UF Dissensus

DOMINICANS 380

- SN Citizens of, or those who identify themselves as bearers of the culture of, the Dominican Republic.

DRINKING 250

- SN Consumption of alcoholic or other beverages.

- UF Social Drinking

DRUG EDUCATION 140

- SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

Ecosystems**USE ECOLOGY****EDITING 080**

- SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.

- UF Copyediting

EDITORIALS 050**EDUCATIONAL ALTERNATIVES 140**

- SN Differential educational programs, within or outside the formal school, which offer a choice and reflect changing social, economic, or cultural needs of the individual or of society (includes alternative goals, structures, delivery systems, curriculum content and methods, modes of learning, etc.).

- UF Alternative Education
Educational Choice
Instructional Alternatives
Teaching Alternatives
Training Alternatives

EDUCATIONAL ANTHROPOLOGY 480

- SN Application of anthropological concepts and methods to the study of educational institutions and processes.

EDUCATIONAL ASSESSMENT 180

- SN Evaluative process of determining the attainment of educational objectives (nationwide, statewide, or locally) for use in educational planning, development, policy formation, and resource allocations.

Educational Production Functions**USE PRODUCTIVITY****EFFICIENCY 180**

- SN Capacity to produce desired results with a minimum expenditure of energy, time, money, or materials.

EGOCENTRISM 040

- SN State of mind characterized by preoccupation with the self—often refers to the Piagetian stage in mental development when the child sees things only from his own limited point of view.

- UF Egotism

ELEMENTARY SECONDARY EDUCATION 140

SN Formal education provided in kindergarten or grade 1 through grade 12.

EMANCIPATED STUDENTS 380

SN Students who are legally (or perhaps financially) independent of their parents or former guardians.

UF Independent Students (Self Supporting)
Self Supporting Students

ENCAPSULATED FACILITIES 210

SN Environmentally controlled enclosures made of lightweight material to provide high mobility and flexibility—usually built at less cost than traditional structures.

ENERGY CONSERVATION 460

SN Preventing loss or waste of energy

ENGLISH FOR SPECIAL PURPOSES 300

SN English for non-English speakers who have need for a certain, specialized knowledge of the language for the efficient discharge of functions in their studies, profession, or trade.

ESKIMO ALEUT LANGUAGES 300

SN Native languages of the Commander and Aleutian Islands, western and northern Alaska, northern Canada, Greenland, and the northeastern tip of Siberia.

UF Aleut

ETHNOCENTRISM 040

SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140

UF Extended University
Open University
University Without Walls

FACILITY PLANNING 210**FAMILY DAY CARE 490**

SN Care of preschool children in private homes.

UF Home Day Care

FAST TRACK SCHEDULING 020

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially

Filmmaking

USE FILM PRODUCTION

FINANCE REFORM 220

SN A change in income/revenue sources or in money management methods, designed to remove inequities or other faults in existing systems.

UF Tax Reform

FOUND SPACES 210

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220**Fundamental Skills (School)**

USE BASIC SKILLS

FUTURES (OF SOCIETY) 480

UF Alternative Futures

Future Studies

Futurism

Futuristics

Futurology

GENERATIVE PHONOLOGY 290

SN Theory or system of rules which describes or predicts well-formed phonological outputs, and is used to express the ability of speakers to produce the sounds of their native language.

GLOBAL APPROACH 480

SN Approach to social, cultural, scientific, and humanistic questions involving an orientation to the world as a single interacting system.

UF International Approach

Worldmindedness

Worldwide Approach

GOLF 390**HEADLINES 080**

SN Titles of news articles or newscasts.

HIGH SCHOOL EQUIVALENCY PROGRAMS 410

SN Adult educational activities concerned with the preparation for and the taking of tests which lead to a high school equivalency certificate issued by the department of education in each state (e.g., General Educational Development Program).

UF GED Programs

HISTORIOGRAPHY 260

SN Research into and writing of history.

HOMOSEXUALITY 060

UF Lesbianism

HUMANISTIC EDUCATION 140

SN Educational system designed to achieve affective outcomes or psychological growth—learning activities in math, social studies, English, and so on, are oriented toward improving self-awareness and mutual understanding among people.

UF Affective Education
Confluent Education
Psychological Education

HUMANIZATION 490

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

UF Dehumanization

HYBRID AIR STRUCTURES 210

SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290

SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations

USE INTERNATIONAL ORGANIZATIONS

International Behavior

USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060

UF War Crimes

INTERNATIONAL LAW 230

UF International Legal Analysis

International Torts

Law of Nations

International Policy

USE FOREIGN POLICY

International Politics

USE FOREIGN RELATIONS

ITEM BANKS 520

SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.

UF Item Pools

ITV

USE EDUCATIONAL TELEVISION

JUSTICE 500**LABELING (OF PERSONS) 490**

SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.

Labor Demand

USE MANPOWER NEEDS

LAND ACQUISITION 020**LANGUAGES FOR SPECIAL PURPOSES 300**

SN Languages taught to or learned by non-native speakers who have need for a certain specialized foreign language capability for the efficient discharge of functions in their studies, profession, or trade.

LANGUAGE VARIATION 290

SN Differences in systems of a language that result from historical, geographical, social, or functional changes.

LAYOUT (PUBLICATIONS) 030

UF Format (Publications)

LEAD POISONING 250**Learning Centers**

USE LEARNING LABORATORIES

LIBRARY ADMINISTRATION 020

UF Library Management

LIBRARY ROLE 330

SN Functions expected of or carried out by libraries.

LIFE STYLE 060

SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning
USE CONTINUOUS LEARNING

Linguistic Difficulty (Contrastive) USE INTERFERENCE (LANGUAGE LEARNING)

LINGUISTIC DIFFICULTY (INHERENT) 290

- SN Universal difficulty (or ease) in articulating, auditing, or processing particular linguistic units and unit sequences.

LOCAL HISTORY 260

- SN History associated with a neighborhood, town, county, or other specific subdivision of a larger geopolitical region.
 UF Community History
 County History

LOCUS OF CONTROL 420

- SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.
 UF Internal External Locus of Control.

LUNAR RESEARCH 450

- SN Scientific activities designed to provide information about the origin, structure and properties of the moon.
 UF Lunar Exploration

Mainstreaming

USE REGULAR CLASS PLACEMENT

MANAGEMENT BY OBJECTIVES 020

- SN Method of combining performance appraisal with the process of developing and refining organizational goals—involves mutual goal setting between manager and subordinate, during which specific performance or measurement criteria are spelled out and agreed upon.

MARRIED STUDENTS 380

MATRICES 340

MECHANICS (PHYSICS) 400

- SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.
 UF Classical Mechanics

MERIT PAY 220

MEXICANS 380

- SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450

- SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy

USE FOREIGN POLICY

MISCUE ANALYSIS 440

- SN Examination and interpretation of observed responses in oral reading which do not match expected responses, as a

technique for measuring the learner's control of the reading process.

- UF Miscue Taxonomy

MOLECULAR STRUCTURE 220

MONOLINGUALISM 290

MORAL DEVELOPMENT 130

- SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190

- SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NATURE NURTURE CONTROVERSY 130

- SN Argument concerning the relative influences of hereditary and environmental factors in determining behavior patterns.
 UF Environment Heredity Controversy
 Heredity Environment Controversy
 Learning Maturation Controversy
 Maturation Learning Controversy

NEUROLINGUISTICS 290

- SN A branch of linguistic science relating language behavior to the neurological sciences.

NEW JOURNALISM 260

- SN Reporting which combines traditional journalism techniques with such devices of fiction writing as: scene by scene reconstruction of settings, recording of dialogue, use of third person point-of-view, and extensive recording of external characteristics of individual characters—emphasis is on capturing the "concrete reality" or "immediacy" of cultural phenomena.

NEWS REPORTING 080

NONFICTION 260

NONFORMAL EDUCATION 140

- SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220

NONRESERVATION AMERICAN INDIANS 380

- SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.
 UF Off Reservation American Indians

NORMALIZATION (HANDICAPPED) 250

- SN Use of culturally normative means (patterns and conditions of everyday life) to facilitate adjustment and functioning by the handicapped.

OBSERVATIONAL LEARNING 310

- SN Behavioral effect on the learner resulting from the observation of a model
 UF Imitative Learning

OPEN BOOK TESTS 520

OPEN EDUCATION 140

- UF Open Schools

ORGANIZATIONAL COMMUNICATION 080

- SN Exchange of thoughts, messages, etc., within and between organizations (groups of people)—includes exchanges between specific organizations and the general public.
 UF Office Communication

ORGANIZATIONAL DEVELOPMENT 020

- SN The application of behavioral technology to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

ORGANIZATIONAL EFFECTIVENESS 180

- SN Degree to which organizations (groups of people) are successful in satisfying their objectives or functions.

ORGANIZATIONAL THEORIES 020

- SN Ideas or hypotheses relating to the form and structure of organizations (groups of people), describing how such organizations do operate or should operate.

OUTREACH PROGRAMS 410

- SN Efforts to increase the availability and utilization of services, especially through direct intervention and interaction with the target population.
 UF Community Outreach
 Outreach Counseling

PARANOID BEHAVIOR 420

- SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140

- SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220

PEACE 480

- UF International Peace
 World Peace

PEER COUNSELING 090

- SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PERFORMANCE BASED EDUCATION 140

- SN Educational system which places emphasis on the specification, learning, and demonstration of those competencies (knowledge, skills, behaviors) which are of central importance to a given profession or career.

- UF Competency Based Education
 Consequence Based Education
 Criterion Referenced Education
 Output Oriented Education
 Proficiency Based Education

PERFORMANCE BASED TEACHER EDUCATION 140

- SN Places stress on the explicit demonstration of performances as evidence of what the teacher knows and is able to do.

PERINATAL INFLUENCES 070

- SN Factors occurring at the time of birth and affecting the physical or mental development of an individual.

PHONEME GRAPHEME CORRESPONDENCE 290

- SN Relationship between speech sound (phoneme) and written symbol (grapheme).

- UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380

- SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PNEUMATIC FORMS 210

- SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380**POPULATION EDUCATION 140**

- SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

POST SECONDARY EDUCATION 140

- SN All education beyond the secondary level—includes learning activities and experiences beyond the compulsory school attendance age with the exception of adult basic education and high school equivalency programs (before Apr 1975, Scope Note restricted to: Education beyond grade 12 and less than baccalaureate level).

PREGNANT STUDENTS 380**PRIMARY HEALTH CARE 250**

- SN First contact health care, including longitudinal responsibility for the patient and coordination of all aspects of the patient's care.

PRIMARY SOURCES 460

- SN Original evidence (documents, relics, oral records, etc.) used in historical research.

- UF Original Sources

Private Information**USE CONFIDENTIALITY****PROCESS EDUCATION 140**

- SN Educational system which emphasizes the learning and demonstration of generalizable process skills (e.g., observation, classification, measurement, prediction, communication, and inference).

Production Functions**USE PRODUCTIVITY****Program Implementation****USE PROGRAM DEVELOPMENT****PROPERTY TAXES 230**

- UF Ad Valorem Tax

PUBLIC HEALTH LEGISLATION 230

- (Replaces old term PUBLIC HEALTH LAWS.)

PUBLIC SERVICE OCCUPATIONS 350

- SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

PUNISHMENT 310**PUPPETRY 030**

- UF Puppets
Puppet Shows

RAPE 060

- UF Statutory Rape

RELOCATABLE FACILITIES 210

- UF Nonpermanent Facilities

RESPIRE CARE 490

- SN Short-term care of the handicapped, in or outside the home, to provide family relief.

REVENUE SHARING 220

- SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general)

REVOLUTION 480

- SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420

- SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SCHOOL ATTENDANCE LEGISLATION 230
(Replaces old term SCHOOL ATTENDANCE LAWS.)**SEMANTIC DIFFERENTIAL 190**

- SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEVERELY HANDICAPPED 240

- SN Persons whose extreme disabilities make functioning and achievement unusually difficult—generally, rehabilitation services must be beyond those provided by traditional, regular or special education programs.

- UF Profoundly Handicapped

SEX DISCRIMINATION 480

- UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SEX ROLE 490

- SN Pattern of attitudes and behavior that in any society is deemed appropriate to one sex rather than the other.

SEX STEREOTYPES 490**SHARED FACILITIES 210**

- SN Facilities used by two or more distinct groups, institutions, organizations, etc. whether for the same function or for different functions.

- UF Joint Occupancy

SI Units**USE METRIC SYSTEM****SOCIAL HISTORY 260**

- SN History that concentrates on the socio-cultural aspects of the life, customs, trends, and institutions/organizations of a people.

SOCIAL SCIENCE RESEARCH 450

- SN Basic, applied, and developmental research conducted to advance knowledge in the social sciences.

SOCIALISM 480**SOCIAL STRATIFICATION 490****SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STRABISMUS 240**

- SN Lack of coordination of eye muscles so that the two eyes do not focus on the same point.

- UF Cross Eyes
Heterophoria
Heterotropia
Walleyes

STRANGER REACTIONS 060

- SN Reactions to strangers (positive, negative, or mixed in character).

- UF Xenophobia

STUDENT RESPONSIBILITY 040**TEACHER CENTERS 210**

- SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/in-service levels, of educational demonstrations, experimental teaching, laboratory experiences and other participatory learning activities.

- UF University Training Centers

TEACHER DISCIPLINE 020

- SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020**TENNIS 390****TIMEOUT 420**

- SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TOTALITARIANISM 230

- UF Dictatorship

TREATIES 230

SN Negotiated agreements between two or more political authorities.

TUTORS 380

(Replaces old term COACHING TEACHERS.)

UNDERGRADUATE STUDENTS 380

SN College or university students who are engaged in studies leading to the Bachelor's Degree.

UPPER DIVISION COLLEGES 470

SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)

USE SYNTAX

VENEREAL DISEASES 250

UF Syphilis
Gonorrhea
Chancroid

VISUAL AIDS 050

UF Visual Equipment
Visual Instrumentation
Visual Materials
Visual Media

VISUAL LITERACY 010

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130

SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WAR 480

UF Civil War
Conventional Warfare
Guerilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460

SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.

UF Litter
Refuse

WELSH 300

SN The Celtic language of Wales.

WOMENS ATHLETICS 390**WOMENS STUDIES 110**

SN An academic discipline that incorporates courses about women either separately or as a field of study.

UF Female Studies

Other ERIC Products

RESEARCH IN EDUCATION—REPORT RÉSUMÉS November 1966—December 1967

The National Standards Association has reprinted in one volume the Report Résumés which appeared in the first 14 issues of *Research in Education* beginning November 1966 and ending December 1967. These issues of RIE are no longer available through the Government Printing Office.

There are 2,349 documents abstracted in this volume with identification numbers ED 010 000 to 012 348.

Copies of Report Résumés are available for immediate delivery and are sent postpaid. The price is \$24.50 a copy.

Indexes to the Report Résumés are contained in the Annual Index 1967. Contents include author indexes, institutions indexes, subject indexes, and accession number list. The price is \$3.25 a copy.

To order you may use the following form:

.....
National Standards Association, Inc.
1321 14th Street, N.W.
Washington, D.C. 20005

I am enclosing \$_____ (check or money order) for the following:

- ☐ *Research in Education* Report Résumés November 1966-December 1967, \$24.50
- ☐ *Research in Education* Annual Index 1967, \$3.25
- ☐ *Research in Education* Report Résumés and Annual Index 1967, \$27.35

Name _____

Address _____

City _____ State _____ Zip Code _____

CURRENT INDEX TO JOURNALS IN EDUCATION

Published in cooperation with the National Institute of Education, CIJE is the most complete guide for current awareness of all important educational periodical literature. For the first time, detailed indexing for articles in over 700 education and related journals is available to you. *Over 20,000 articles indexed yearly.*

Directed to all librarians and educational researchers, CIJE includes:

References to the most current periodical literature
Brief annotations outlining the scope and substance of most articles indexed
Subject, author, journal contents, and main entry indexes

Please direct your order to:

Macmillan Information
A Division of Macmillan Publishing Co., Inc.
216R Brown Street
Riverside, New Jersey 08075

Examination copies of CIJE are available upon request.

Current Index to Journals in Education

Monthly	\$50
Monthly with two Semiannual Cumulations	\$90
Two Semiannual Cumulations	\$40
Annual Cumulation, 1974	\$33

THESAURUS OF ERIC DESCRIPTORS

Fifth Edition

The *Thesaurus of ERIC Descriptors* has been developed during the past 8 years under the auspices of the Educational Resources Information Center (ERIC) as an essential tool for users of **Resources in Education**. This paperback edition, now being published by Macmillan Information, a Division of Macmillan Publishing Co., Inc., supersedes previous paperback editions. It contains all newly added descriptors, a descriptor group display, a descriptor listing, and rotated descriptor display as of March 1973. Also included is *The Role and Function of a Thesaurus in Education* by Dr. Frederick Goodman, Associate Professor of Education at the University of Michigan. This special article will bring to educators and other professionals the insight of one of the leading educators in the field of vocabulary development and communication.

Searches of the ERIC system can be done more quickly and in greater depth by consulting the newest thesaurus. The *Thesaurus of ERIC Descriptors* may be purchased for \$6.95 from:

Macmillan Information
A Division of Macmillan Publishing Co., Inc.
216R Brown Street
Riverside, New Jersey 08075

BOOKS TO HELP YOU USE ERIC EFFECTIVELY AND ECONOMICALLY

ERIC EDUCATIONAL DOCUMENTS ABSTRACTS

These five volumes bring together, in succinct abstract form, reports covering *every current, significant topic in the field of education*. They provide ready reference to trends and new curriculum developments, school operations, teaching methods, library services, and literally hundreds of other subjects of urgent concern to professional educators. Each abstract cites the author, source, publication date, availability, and price of the original report; and most abstracts provide a clear, concise summary of the report's contents and conclusions.

The set includes all reports which have appeared in *Research in Education*, a monthly report announcement journal available through the Government Printing Office, from January 1968 through December 1973, with accession numbers ED 012349 through ED 080787. Calendar years are bound in separate volumes.

Six volumes \$185
1968/1969/1970/1971/1972/1973

Individual volumes \$35 each

ERIC EDUCATIONAL DOCUMENTS INDEX

Gathered for the first time in one source are the indexes to all research documents in the ERIC collection: *Research in Education*, 1966 through 1973; *The ERIC Catalog of Selected Documents on the Disadvantaged*; and *Office of Education Historical Reports*, 1956 through 1965. The five volumes include documents ED 001001 through ED 080787, plus Subject and Author Indexes with complete titles and ERIC accession numbers (ED numbers).

The ED numbers refer the user to abstracts published in *Educational Documents Abstracts*, to microfiche of the documents, and to copies of the original document obtainable from the ERIC Document Reproduction Service.

Two volumes, 1966 - 1969 \$34.50
One volume, 1970 - 1971 \$25.00
One volume, 1972 \$15.50
One volume, 1973 \$25.00

THE ERIC INSTITUTION INDEX

These volumes bring together, for the first time, the corporate author listings for the research documents in the ERIC collection: *The ERIC Catalog of Selected Documents on the Disadvantaged*, *Office of Education Research Reports*, 1956 through 1965, *Research in Education*, 1966 through 1971. It includes documents ED 001001 through ED 054390. The Corporate Author Index includes complete titles and accession numbers. It is a useful companion volume to *ERIC Educational Documents Abstracts* and the *ERIC Educational Documents Index* (subjects and personal authors). \$15

ALSO OF INTEREST . . .

CAREER EDUCATION
An ERIC Bibliography \$9.95

EARLY CHILDHOOD EDUCATION
An ERIC Bibliography \$9.95

EDUCATIONAL FINANCE Cloth \$8.95
An ERIC Bibliography Paperbound \$5.95

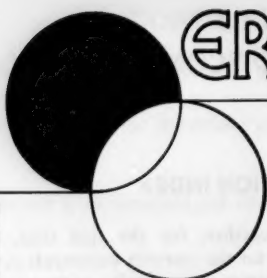
ERIC INFORMATION ANALYSIS
PRODUCTS 1967-1972 \$9.95

LIBRARY AND INFORMATION SCIENCES
An ERIC Bibliography \$9.95

READING
An ERIC Bibliography 1970-1972 \$9.95

SOCIAL STUDIES AND SOCIAL SCIENCE EDUCATION
An ERIC Bibliography \$9.95

Order from: Macmillan Information
A Division of Macmillan Publishing Co., Inc.
216R Brown Street
Riverside, New Jersey 08075



ERICTAPES ERICTOOLS

HAVE A COMPUTER?

LOOK AT ERICTAPES!

The Educational Resources Information Center (ERIC) data base is now available on magnetic tape in a variety of formats and options from Operations Research Incorporated. Under special authorization from the National Institute of Education (DHEW), these tape files are offered at unusually low cost to encourage the widest possible dissemination.

The ERIC data base provides coverage of the significant literature in the field of education research. Report literature (announced in *Research In Education*) is covered from 1966 to date, and journal article literature (announced in *Current Index to Journals in Education*) is covered from 1969. Monthly, quarterly, and annual updates are available for *RIE*, and quarterly and annual updates for *CIJE*, so that the files may be kept current.

The basic files are available in either the ERIC Format (IBM 360 OS) or in the Library of Congress MARC II Format. These files include the complete resume, (document description, indexing, and abstract or annotation) of each document announced in the respective journal, in accession number order. A variety of peripheral files, including Postings Files (inverted subject and source indexes) and the Thesaurus (controlled indexing vocabulary) are also

available on magnetic tape, and almost any segment of the master files is obtainable on Special Order.

The files may be purchased individually or as a collection, and substantial discounts are available on annual subscriptions for updates. The files are written on new, high quality, 9-track tapes (600-1200, or 2400-ft., as appropriate) at either 1600 or 800 BPI and are guaranteed. Prices per tape reel start as low as \$50.

NO COMPUTER?

LOOK AT ERICTOOLS!

For organizations without access to a computer.* ERICTOOLS provide manual multi-viewpoint access to the ERIC document collection. ERICTOOLS are a series of printed indexes, directories, and cross-reference lists, which have heretofore been available only internally to components of the ERIC network. The Title Index provides access by document title. Postings publications provide access by subject index terms, i.e., Descriptors (controlled indexing vocabulary), and Identifiers (uncontrolled subject indexing); and institutional sources, i.e., corporate authors and sponsoring agencies. Cross-reference lists lead the inquirer to the accession number (ED number) from: Report Number; Project Number; Contract Number; Grant Number; and Clearinghouse Accession Number. Also offered is the ERIC Operating Manual, the rules, procedures and guidelines which keep the many components of the ERIC network synchronous with each other.

The documents are available individually and on annual subscription at a discounted price. Prices start from as low as \$10 for some individual documents.

*Many of these documents are also valuable tools for computer searches.

For additional information, complete and mail the reply form or call: **ERICTAPES/ERICTOOLS (301) 656-9723**
Operations Research Incorporated 4833 Rugby Avenue, Suite 303, Bethesda, Maryland 20014

PLEASE SEND ME INFORMATION ON THE ITEMS CHECKED BELOW

ERICTAPES

- ☐ REPORT RESUME LINEAR FILES (ERIC Format) **Resources in Education (formerly Research In Education) (RIE)**
- ☐ JOURNAL RESUME LINEAR FILES (ERIC Format) **Current Index to Journals in Education (CIJE)**
- ☐ REPORT RESUME LINEAR FILES (MARC II Format) **RIE**
- ☐ JOURNAL RESUME LINEAR FILES (MARC II Format) **CIJE**
- ☐ PERIPHERAL FILES Postings Files (Descriptors Identifiers. Sources): Thesaurus
- ☐ SPECIAL ORDERS Back Files, Sequences, CH Collections, etc.

ERICTOOLS

- ☐ ERIC Network Working Documents
Title Index, Sources, Postings, Operating Manual, Indexes

Name _____

Organization _____

Address _____

City _____

State _____ Zip _____

(Order forms will accompany all descriptive material)

HOW TO ORDER ERIC PUBLICATIONS

Purchase from: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Title	GPO Order Number and Price
Resources in Education Monthly Abstract Journal. Please send subscription orders separately from orders for other publications listed below.	Yearly Subscription Domestic \$42.70 Foreign \$53.40 Single Issues \$ 3.60
Research in Education, 1967 Annual Index Reports ..	(Out of print)
Research in Education, 1967 Annual Index Projects Cumulative Indexes of first 14 issues of RIE November 1966-December 1967, 2,349 titles	(Order by title) \$1.50
Research in Education, Annual Index Reports January-December 1968, 8,803 titles	(Order by title) \$8.25
Research in Education, Annual Index January-December 1969, 10,453 titles	(Order by title) \$6.25
Research in Education, Annual Index January-December 1970, 10,453 titles	(Out of print)
Research in Education, Annual Index January-December 1971, 12,330 titles	(Out of print)
Research in Education, Annual Index January-December 1972, 12,230 titles	(Order by title) \$10.50
Research in Education, Annual Index January-December 1973, 14,167 titles	(Order by title) \$ 9.30
Research in Education, Annual Index January-December 1974, 14,466 titles	(Order by title) \$12.30
Resources in Education, Semiannual Index January-June 1975, 7,032 titles	(Order by title) \$ 7.05

Use mail order form on back of this page.

Mail order form to:

Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Enclosed find \$ _____ (check or money order). Please send me:

- ☐ *Research in Education*, 1967 Annual Index (Projects)—\$1.50
- ☐ *Research in Education*, Annual Index for January-December 1968—\$ 8.25
- ☐ *Research in Education*, Annual Index for January-December 1969—\$ 6.25
- ☐ *Research in Education*, Annual Index for January-December 1972—\$10.50
- ☐ *Research in Education*, Annual Index for January-December 1973—\$ 9.30
- ☐ *Research in Education*, Annual Index for January-December 1974—\$12.30
- ☐ *Resources in Education*, Semiannual Index for January-June 1975—\$ 7.05

Name _____

Address _____

City, State, and ZIP Code _____

For use of Supt. Docs.	

ERIC Clearinghouses Each of the 16 clearinghouses, as well as acquiring, reviewing, abstracting, and indexing the documents announced in **Resources in Education**, also prepares bibliographies and interpretive summaries of research which appear in **Resources in Education** and are disseminated through the ERIC Document Reproduction Service. Because clearinghouses have limited resources for providing detailed replies to inquiries for information on specific topics, educators are urged to subscribe to **Resources in Education** and obtain the other ERIC publications to search for desired information.

ERIC Clearinghouses and their addresses are listed below:

ERIC CLEARINGHOUSES ON

CAREER EDUCATION

204 Gabel Hall
Northern Illinois University
DeKalb, Illinois 60115

COUNSELING AND PERSONNEL SERVICES

University of Michigan
School of Education Building, Room 2108
East University & South University Sts.
Ann Arbor, Michigan 48104

EARLY CHILDHOOD EDUCATION

University of Illinois
805 W. Pennsylvania Ave.
Urbana, Illinois 61801

EDUCATIONAL MANAGEMENT

University of Oregon
Eugene, Oregon 97403

HANDICAPPED AND GIFTED CHILDREN

The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

HIGHER EDUCATION

George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036

INFORMATION RESOURCES

Stanford Center for Research and
Development in Teaching
Stanford, California 94305

JUNIOR COLLEGES

University of California at Los Angeles
Powell Library, Room 96
405 Hilgard Ave.
Los Angeles, California 90024

LANGUAGES AND LINGUISTICS

Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

READING AND COMMUNICATION SKILLS

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801

RURAL EDUCATION AND SMALL SCHOOLS

New Mexico State University
Box 3 AP
Las Cruces, New Mexico 88003

SCIENCE, MATHEMATICS, AND ENVIRONMENTAL EDUCATION

Ohio State University
400 Lincoln Tower
Columbus, Ohio 43210

SOCIAL STUDIES/SOCIAL SCIENCE EDUCATION

Social Science Education Consortium, Inc.
855 Broadway
Boulder, Colorado 80302

TEACHER EDUCATION

American Association of Colleges for
Teacher Education
One Dupont Circle, N.W., Suite 616
Washington, D. C. 20036

TESTS, MEASUREMENT, AND EVALUATION

Educational Testing Service
Princeton, New Jersey 08540

URBAN EDUCATION

Teachers College
Columbia University
Box 40
New York, New York 10027

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D.C. 20208

OFFICIAL BUSINESS
PENALTY FOR PRIVATE USE, \$300

POSTAGE AND FEES PAID
U.S. DEPARTMENT OF HEW
HEW 398



R1E SERIA300SE R 1
SERIALS DEPARTMENT
XEROX UNIVERSITY MICROFILMS
300 N ZEEB RD
ANN ARBOR MI 48106

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE / NATIONAL INSTITUTE OF EDUCATION

